2.5
2.8
2.2
3.2
2.0
3.6
4.0
100 mm
1.0
1.1
1.25
1.4
1.6
2.8
2.5
3.2
2.2
3.6
2.0
4.0
1.8
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890
1.0 mm
1.5 mm
2.0 mm
A5
PG

DOCUMENT RESUME

ED 264 442 CE 043 180

AUTHOR Miranda, Lourdes; And Others
TITLE Be Your Own Boss (BYOB). Curriculum and Teacher's Implementation Guidelines.
INSTITUTION Association for Cross-Cultural Education and Social Studies, Inc., Washington, D.C.
SPONS AGENCY Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE Dec 84
GRANT G008302949
NOTE 203p.
AVAILABLE FROM ACCESS, Inc., 818 18th Street, NW, Suite 1020, Washington, DC 20006 ($35.00).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Behavioral Objectives; Business Education; Career Awareness; *Career Education; *Career Planning; Course Content; Course Descriptions; Curriculum Guides; *Decision Making; Educational Games; *Entrepreneurship; Goal Orientation; *Job Skills; Learning Activities; Lesson Plans; Pretests Posttests; *Role Models; Secondary Education; Sex Fairness; Small Businesses

ABSTRACT

This package of materials contains a curriculum to provide young men and women with the necessary information to identify entrepreneurship as a career option. Another purpose is to overcome stereotypic attitudes about the equitable participation of women in the workplace. The curriculum is organized into five modules of one or two lessons each for a total of eight lessons. Each module is presented with a summary, suggested approach, goals, instructional objectives, and a conceptual overview. Detailed lesson plans for each day contain a summary of activities, implementation guidelines by classroom activity (including purpose, process, and procedure), and a summary of materials needed. For each lesson, other materials required are also provided, including pretest with answer key, activity answer keys, worksheet answer keys, posttest with answer key, and student handouts (worksheets, information sheets, activity sheets, exercises, glossaries, and examples). Module topics are orientation to entrepreneurship, a decision-making strategy, business operations and four kinds of ventures, successful models in entrepreneurship, and the game of Ventures. Appendixes include computer games for expanding the curriculum and an extensive bibliography. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED264442

BE YOUR OWN BOSS

Curriculum
and
Teacher's Implementation Guidelines

Developed by:

ACCESS, INC.
401 M Street, S.W.
Washington, D.C. 20024

Lourdes Miranda, M.A.
Susan Krouner, M.A.
Gloria A. Wheatley, A.B.D.
Helen Pollack Becker, Ed.D.
Alberto Pola, B.A.

Sponsored by:

Women's Educational Equity Act Program
Office of Elementary and Secondary Education
U.S. Department of Education

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

December, 1984

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

L Miranda

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED243180

Discrimination Prohibited—No person in the United States shall, on the grounds of race, color, national origin, or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most educational programs or activities receiving Federal assistance.

Copyright 1984 by
Association for Cross Cultural
Education and Social Studies, Inc.

ACCESS, Inc.
401 M St., SW
Lower Level
Washington, DC 20024
(202) 488-7689

This curriculum was developed and produced by the *Association for Cross Cultural Education and Social Studies, Inc.* (ACCESS, Inc.) under the auspices of grant #G008302949 with the *Women's Educational Equity Act Program* of the *U.S. Department of Education.* However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education and no official endorsement by the U.S. Department of Education should be inferred.

Material contained within this curriculum may be reproduced provided that credit, and notification of use, be given to ACCESS, Inc., except where previously copyrighted materials are indicated within the text of the curriculum.

Table of Contents

	Page
Preface	ix
Introduction	1
Goals and Objectives	1
Definitions of Terms	2
Organization of the Curriculum	3
Student Evaluation Procedures	3
Summary of Curriculum Activities	5
Module 1: Orientation to Entrepreneurship (2 days)	7
Overview	9
Approach	9
Goals	9
Instructional Objectives	10
Conceptual Overview	10
Lesson 1	11
Lesson 1 - Summary of Activities	13
Implementation Guidelines	15
- Pretest (individual)	15
- Defuzzing Wheel (large group)	15
- Language May Leave You Out (small group, large group)	16
- Myths and Realities About Women (large group)	17
- Summary (large group)	17
- Assignments	18
- Materials for Lesson 1	21
- Knowledge about Entrepreneurship - Pretest	23
- Knowledge about Entrepreneurship - Pretest Answer Key	27
- Defuzzing Wheel: Business Owner - Activity Answer Key	31
- Language May Leave You Out - Worksheet	33
- Language May Leave You Out - Worksheet Answer Key	35
- Myths and Realities About Women - Handout	37

Page

Lesson 2 41

Lesson 2 - Summary of Activities 43

Implementation Guidelines 45

- A Personal Assessment, Parts I and II (individual or pair) 45
- Ingredients for Entrepreneurship (individual, large group) 45
- Test It Out (large group) 46
- Summary (large group) 47
- Assignments 47
- Materials for Lesson 2 49
- A Personal Assessment Worksheet - Parts I and II 51
- Ingredients for Entrepreneurship - Worksheet ... 53
- Ingredients for Entrepreneurship - Worksheet Answer Key 57
- Glossary of Business Terminology - Handout..... 61
- Test It Out - Hints for Successful Interviewing - Handout 65
- Test It Out - Worksheet 67
- An Example of a Resume - Handout..... 71
- Resume Format - Worksheet 73

Module 2: A Career in Business -- It Could Be For Me (2 days) 75

Overview 77
Approach 77
Goals 77
Instructional Objectives 77
Conceptual Overview 78

Lesson 3 79

Lesson 3 - Summary of Activities 81

Implementation Guidelines 83

- Writing a Resume (individual) 83
- Bingo for People (large group) 83
- Steps in Decision-Making (individual or pair) 84
- Summary (large group) 84
- Assignment 85
- Materials for Lesson 3 87
- Bingo for People - Worksheet 89
- Steps in Decision-Making - Worksheet 91

Page

Lesson 4 95

Lesson 4 - Summary of Activities 97

Implementation Guidelines 99

- A Group Exercise in Business Decision-Making (small group) 99
- Summary (large group) 100
- Assignment 100
- Materials for Lesson 4 101
- A Group Exercise in Business Decision-Making - Worksheet 103
- A Group Exercise in Business Decision-Making - Worksheet Answer Key 105
- A Group Exercise in Business Decision-Making - Case Study 107
- A Group Exercise in Business Decision-Making - Case Study Worksheet 109
- A Group Exercise in Business Decision-Making - Case Study - Worksheet Answer Key 111

Module 3: A Career in Business -- Selecting a Business (1 day) 113

Overview 115
Approach 115
Goals 115
Instructional Objectives 115
Conceptual Overview 116

Lesson 5 117

Lesson 5 - Summary of Activities 119

Implementation Guidelines 121

- Resource Development (large group) 121
- Real-Life People (small group) 121
- Summary (large group) 122
- Assignment 122
- Materials for Lesson 5 123
- Network Directory - Handout 125
- Legislation that Affects Small Businesses - Handout 137
- Things to Consider Before Starting Your Own Business - Handout 139
- Presentation Outline - Worksheet 147

Page

Module 4: The Real World of Business -- Real People (1 day) 149

Overview 151
Approach 151
Goals 151
Instructional Objectives 151
Conceptual Overview 151

Lesson 6 153

Lesson 6 - Summary of Activities 155

Implementation Guidelines 157

- Panel Discussion (large group) 157
- Summary (large group) 158
- Materials for Lesson 6 161

Module 5: The Game of Ventures (2 days) 163

Overview 165
Approach 165
Goals 165
Instructional Objectives 165
Conceptual Overview 165

Lesson 7 167

Lesson 7 - Summary of Activities 169

Implementation Guidelines 171

- The Game of Ventures - Part I (small group) 171
- Materials for Lesson 7 173
- The Game of Ventures - Rule Booklet 175
- Ventures Gameboard (Example) 177
- List of Information on Asset and Obstacle Decks. 179

Page

Lesson 8 205

Lesson 8 - Summary of Activities 207

Implementation Guidelines 209

- The Game of Ventures--Part II (small group) 209
- Posttest (individual) 209
- Materials for Lesson 8 211
- Teacher's Ventures Answer Key 213
- Knowledge About Entrepreneurship - Posttest..... 223
- Knowledge About Entrepreneurship - Posttest Answer Key 227

Appendices

A. Computer Games for Expanding the Be Your Own Boss Curriculum 233

B. Be Your Own Boss Curriculum, Part II..... 235

C. Bibliography 239

Preface

The development of this curriculum entitled Be Your Own Boss (BYOB) was made possible through a Department of Education, Office of Elementary and Secondary Education, Women's Educational Equity Act Program grant, to the Association for Cross-Cultural Education and Social Studies, Inc. (ACCESS, Inc.) a nonprofit education and research organization based in Washington, D.C.

The purpose of the BYOB curriculum is to provide young men and women with the necessary information to identify entrepreneurship as a career option and to assist in the overcoming of stereotypic attitudes towards the equitable participation of women in the workplace. The belief that each student, regardless of gender, race, or ethnic origin, has the right to the opportunities of our economic system underlines the theoretical basis of the Be Your Own Boss curriculum.

A panel of four (4) experts assisted in the conceptualization of the curriculum's content.

A pilot test of the curriculum was completed during September-October, 1984. The pilot test included 4 high schools, 4 teachers, 8 classes and 152 high school students. The success of the Be Your Own Boss curriculum could not have been realized without the continued support and acceptance of an Advisory Panel, implementing teachers, and pilot test schools and their respective principals. The entire staff of the BYOB project would like to acknowledge the exemplary efforts of these people.

Advisory Panel

Ms. Carol Eliason
Director, Special Projects
American Association of Community
and Junior Colleges
Washington, D.C.

Ms. Naomi Henderson
President
Research in Values and Attitudes (RIVA)
Washington, D.C.

Ms. Carole Hyatt
President
Carole Hyatt Associates
New York, New York

Ms. Sharon Poindexter
President
The Chrysalys Corporation
Kansas City, Missouri

Implementing Teachers, Principals and Schools

Mr. Henry Johnson, Teacher
Mr. William Bowen, Principal
Poolesville High School
Poolesville, Maryland

Mr. Clarence Staplefoot, Teacher
Ms. Ruby Woodson, Director
Cromwell Academy
Washington, D.C.

Ms. Quintella Horne, Teacher
Dr. James Williams, Principal
Cardozo High School
Washington, D.C.

Ms. Tamra Dearing, Teacher
Mr. James E. Campbell Jr., Principal
Coolidge High School
Washington, D.C.

High School Students

Finally, we would like to recognize those 152 high school students who, for a 2-week period within the 1984 school year, were intimately involved in the pilot test implementation of the curriculum. We hope that the curriculum will have a strong and lasting impact on both women and girls, men and boys, fostering a system of equitable business practices and educational methods for all.

Introduction

The work patterns of women are such that their economic viability is often contingent upon decisions made by others (usually men). If women are to arrive as full partners in a society of which they are an integral part, they must be prepared and educated to take control of their work options. Seven out of ten women work, but only 7.1% of the nation's businesses are owned by women. Nevertheless, the workforce participation of women is changing rapidly as opportunities for women and women's roles expand because of economic and cultural pressures.

Not only are the actual numbers of women who work increasing, but the nature of the work performed by women is also changing. In 1980, there were 2,535,240 female-operated business firms; in 1983, there were 2,787,038, an increase of over 9 percent.* In other areas, too, the number of women in traditionally male occupations is increasing. The number of women in managerial and professional occupations doubled in the 1970s. In addition, the number of women engineers increased by 100 percent; the number of women lawyers and judges increased by 377 percent; the number of women doctors by 84 percent; and the number of women bank officials and financial managers by 256 percent.**

For young women who are presently planning their futures and beginning to make career decisions, the opportunities are broader than ever before. This presents a clear-cut challenge to educators--a challenge addressed by this curriculum.

Goals and Objectives

The Women's Educational Equity Act was enacted to create a national program to fund activities which promote equity for women at all levels of education. The Be Your Own Boss curriculum complies with the interest of this Act by addressing barriers that limit access to business ownership for women and providing information and experiences which will assist young women in overcoming these barriers. By reaching out to young women, it is believed that a positive intervention in the career decision-making process can be effected.

In keeping with WEEA's purpose statement, the objectives of this curriculum are to:

- stimulate incentives for high school students to explore the world of business development, management, and ownership;
- present the option of business ownership for minorities and women as an alternative for achieving economic parity/self-sufficiency;

---

* U. S. Small Business Administration. The State of Small Business: A Report to the President Transmitted to the Congress. Washington, DC: Government Printing Office, 1984, p. 351.

** Walsh, Doris. "About Those New Women Consumers." American Demographics, October, 1982.

- acquaint minorities, high school students, and women with some of the barriers to educational/vocational training equity;
- orient high school students to ongoing national and local networks/organizations providing assistance to entrepreneurs;
- provide girls and women with exposure to successful women-owned businesses, businesswomen role models, and potential avenues for promoting business success; and,
- delineate and apply the set of skills and expertise believed to be necessary ingredients for entrepreneurial success.

Specifically, the curriculum will:

- provide an opportunity for all participants to examine their personal interests, skills, and values and their relationship to potential careers;
- increase the awareness level of all participants to the personal and societal barriers that confront women in the business world; and,
- provide a forum for high school boys and girls to learn and apply basic skills in decision-making, planning, communicating, organizing, and interviewing.

Definitions of Terms

The content of the curriculum is organized around a set of major concepts and issues. The terms used to describe these concepts and issues, which appear throughout the course of the curriculum, should be fully comprehended prior to teacher application and student participation. Because curriculum comprehension and various methodological problems can arise when a consensus on key concepts or definitions is lacking, a list of relevant definitions is included to provide both the teacher and the student with the necessary background information and language nuances prior to actual curriculum implementation. This process will result in an internalization of the content and underlying concepts upon which the curriculum is based.

- Business owner/person--A person who owns, organizes, manages, and operates a business.
- Entrepreneur--A person who successfully owns, organizes, manages, and assumes the risks of business ownership.
- Intrapreneur--A person who achieves a position of responsibility and autonomy within a corporate structure.
- Obstacle--Something that impedes or opposes.
- Sex bias--Behaviors resulting from the assumption that one sex is superior to the other regarding a particular kind of task.

- Sex discrimination--The denial of opportunity of privilege, role or reward on the basis of sex regardless of whether or not that denial is prohibited by law.

- Sex equity--The absence of sex-role stereotyping, bias or discrimination.

- Sex-role stereotyping--Attitudes and actions that reflect assumptions that because females or males share a common gender, they also share common abilities, interests, values, and roles.

It should be mentioned that although the terms "entrepreneur," "business owner," and "business person" are similar in nature, they contain subtle nuances of language. For ease of reading, however, these terms will be used interchangeably throughout the curriculum.

Organization of the Curriculum

The Be Your Own Boss curriculum is organized into five modules of one or two lessons each for a total of eight lessons. Each module is presented with a summary, suggested approach, goals, instructional objectives, and a conceptual overview. Following the description of each module, detailed lesson plans for each day are provided which contain a summary of activities, implementation guidelines by classroom activity (including purpose, process, and procedure), and a summary of materials. For your information, Figure 1, Summary of Activities, on the following page, details the activities, objectives, processes, and skills for the entire 8-day curriculum.

Student Evaluation Procedures

Evaluation of student progress, other than the pretest/posttest assessments, which are included, is intentionally left to the individual teacher's discretion. The teacher may wish to assign points for the successful completion of each activity and/or check notebooks for completeness at the end of the program. A peer evaluation system for assessing students' participation and cooperation may also be devised.

SUMMARY OF CURRICULUM ACTIVITIES

MODULE	LESSON	OBJECTIVE	CURRICULUM PROCESS	STUDENT SKILLS	MATERIALS
1	1	Define/Explain Entrepreneurship	large group discussion	divergent thinking/ categorization	Defuzzing Wheel
		Identify Language Obstacles	small group discussion	inductive thinking	Language May Leave You Out
		Identify Stereotypic Fallacies	large group discussion/ reading	analytical thinking	Myths and Realities About Women
	2	Identify Personal Traits	individual worksheet/ large group discussion	analytical thinking	Ingredients for Entrepreneurs
		Identify Personal Abilities/ Interests/Skills	individual worksheet	analytical thinking/ categorization	A Personal Assessment
		Gain Knowledge	individual interview	investigation	Test It Out
2	3	Identify Goals	large group activity/ discussion	analytical thinking	Bingo for People
		Practice Steps in Decision-Making	worksheet in pairs	sequential thinking	Steps in Decision-Making
	4	Apply Steps in Decision-Making	small group activity	sequential thinking/ analytical thinking/ compromise	A Group Exercise in Business Decision-Making
3	5	Integration and Application of Didactic Materials	small group/presentation to large group	organization skills/ categorization/ analytical thinking	Test It Out/Group Presentation Outline
4	6	Gain New Knowledge	large group activity	analytical thinking/ investigation/application	Panel Discussion
5	7 and 8	Application of Skills and Knowledge	small group activity	planning/decision-making/ time management/ risk-taking	The Game of Ventures

Figure 1

BEST COPY AVAILABLE

MODULE 1: ORIENTATION TO ENTREPRENEURSHIP

Module 1: Orientation to Entrepreneurship
(2 days)

Overview

In Module 1, students are introduced to the concept of entrepreneurship and to the personal characteristics and skills associated with successful business ownership. In-class activities provide opportunities for students to analyze and consider misconceptions about entrepreneurship as a career option and to begin assessing their own skills, abilities, and interests. Some home assignments require the use of community resources; others require synthesis and application of ideas gained in class.

Approach

The teacher will easily be able to build on students' prior knowledge of entrepreneurship in these first lessons. The teacher should mention adults and/or youths who are successful entrepreneurs. In addition, most students will have had experiences babysitting, mowing lawns, delivering papers, or working for entrepreneurs as part-time employees. Students should be encouraged to apply this knowledge and helped to see its relevance to their preparation for adult occupations.

Goals

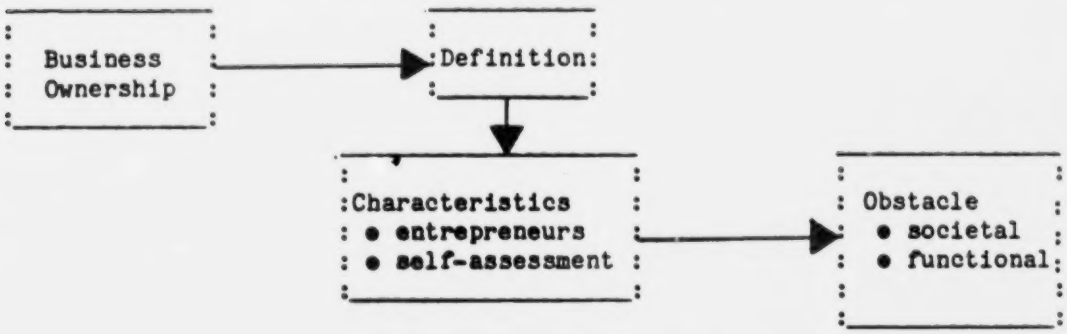
- to increase students' awareness of the personal characteristics of successful business owners;
- to increase students' awareness of the personal, societal, and functional obstacles to business ownership by women and minorities;
- to acquaint students with the concept of entrepreneurship;
- to increase students' awareness of entrepreneurship as a career option; and,
- to offer students an opportunity to network in the community.

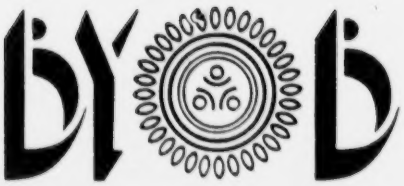
Instructional Objectives

Each student will demonstrate an ability to:

- define and explain the term "entrepreneurship";
- state and discuss personal characteristics associated with successful business ownership;
- state and discuss personal, societal, and functional obstacles experienced by women and minorities who are (or may become) entrepreneurs;
- assess his/her own interests, skills, and temperament as a means of beginning to formulate career goals; and,
- gain knowledge from experts by interviewing a businessperson in the community.

Conceptual Overview





MODULE 1

LESSON 1

MODULE 1-ORIENTATION TO ENTREPRENEURSHIP

LESSON 1 - SUMMARY OF ACTIVITIES

Activity	Process	Materials	Time
Pretest Imple. Guide. p. 15 Answer Key p. 27	• Distribute pretest to students • Have students complete pretest • Collect pretest	• Pretest: Knowledge about Entrepreneurship	15 min.
Defuzzing Wheel Imple. Guide. p. 15 Answer Key p. 31	• Write "business owner" on chalkboard or flip chart • Solicit reactions to "business owner" from students • Write responses on chalkboard or flip chart • Categorize responses by "personal characteristics" or "skills" • Discuss responses and summarize activity	• Defuzzing wheel stimulus • Chalkboard/chalk or flip chart	10 min.
Language May Leave You Out Imple. Guide. p. 16 Answer Key p. 35	• Distribute worksheet to students • Break students into small groups • Have students complete worksheet in small groups • Have each small group share results with large group • Summarize activity	• Worksheet: Language May Leave You Out	10 min.
Myths and Realities About Women Imple. Guide. p. 17	• Read myths to large group • Discuss myths with students • Summarize activity • Distribute handout Myths and Realities About Women to students • Have students briefly read handout in class or at home	• Handout: Myths and Realities About Women • Chalkboard/chalk or flip chart	5 min.

Activity	Process	Materials	Time
Summary Imple. Guide. p. 17	• Summarize day's activities using Conceptual Overview • Distribute student folders	• Chalkboard/chalk or flip chart	5 min.
Assignment			
• A Personal Assessment	• Instruct students to list all school, extracurricular, and community activities in which they participate	None	5 min.
• A list of Business Owners Imple. Guide. p. 18	• Instruct students to list 5 business owners in their community including: ◦ name of business owner ◦ name of business ◦ address of business ◦ business telephone number	None	

Implementation Guidelines

Lesson 1

Pretest (individual)

Purpose--The pretest serves as a baseline for evaluating student growth in knowledge about entrepreneurship at the conclusion of the curriculum. All questions and answers have been pulled from material in the curriculum and are based on current social research and demographics. Do not discuss the program until after the pretests are completed and collected.

Process--

- Distribute the pretest to students.
- Have students complete the pretest.
- Collect the pretest (and correct at a later time).

Procedure--The pretest should be administered in a matter-of-fact manner. Remind students that it is a tool to determine what they already know about entrepreneurship and that the results will not be considered in determining their course grades.

Defuzzing Wheel (large group)

Purpose--A defuzzing wheel is a device used for clarifying concepts and issues through brainstorming. The defuzzing wheel was selected as the first activity in the curriculum because it will help the teacher to gauge students' knowledge and attitudes about entrepreneurship and the work roles of men and women.

Process--

- Write business owner on the chalkboard or flip chart.
- Solicit responses to business owner from students.
- Record all responses without discussion to create the "wheel" shape around the target concept as illustrated in the example below:

- Conclude this part of the activity as soon as the momentum begins to slow.

- Categorize responses into two (2) lists--one of personal characteristics and the other of skills by having students analyze each response and decide to which list it belongs.

  --A personal characteristic is a stable personality trait (e.g., enthusiasm).

  --A skill is a learned ability (e.g., organization).

Students may argue that many characteristics are really skills and vice versa. Cogent arguments should be accepted.

- Use the stimulus questions below to discuss the defuzzing wheel responses and help students see that assumptions about other people may create discriminating stereotypes. Explain that a role is a set of behaviors and expectations which a person has in a given situation (e.g., the role of student, the role of son or daughter, the role of wage earner). Each person has many roles which he/she plays every day. The discussion questions should be used to help students see that assumptions about roles may exclude women from certain types of occupations.

  --What does the term business owner suggest about appropriate roles for men and women?

  --Why do many people think of men rather than both men and women when they think of a business owner?

Procedure--Brainstorming is an effective learning tool as long as responses are not ridiculed, evaluated, or rejected during the brainstorming process. Evaluation of responses should be done during the categorization of responses part of this activity. The teacher should exercise care to ensure that evaluation of responses is done in a positive and helpful way. No student should feel ridiculed or shamed because of his/her attitudes. Nonetheless, it is important that the concept of near equal capabilities of women and men be made apparent to the students. In the categorization of responses and the discussion that follows, students should be helped to become aware of the existence and results of damaging stereotypic attitudes towards women as entrepreneurs.

Language May Leave You Out (small group, large group)

Purpose--The purpose of this activity is to introduce the idea of language usage as a way in which damaging stereotypes can be created and maintained.

Process--

- Distribute the worksheet to students.
- Break students into small groups.
- Have students complete the worksheet in small groups.
- Have each small group share their results with the large group.
- Summarize the activity.

Procedure--The teacher may wish to circulate from group to group during this exercise to encourage democratic small group process and to assist basic-level students.

Myths and Realities About Women (large group)

Purpose--In this activity, students will have an opportunity to think about and discuss prevalent myths about women as workforce participants. Accurate factual data which disprove these myths are provided for the teacher's use and for the students' reading.

Process--

- Read the myths to the large group.
- Discuss myths with students.
- Summarize activity to help students see that myths perpetuate stereotypic thinking and discrimination.
- Distribute Myths and Realities About Women handout to students.
- Have students briefly read the handout in class or at home.

Procedure--The teacher will want to select some of the myths from the classroom discussion and then distribute the print materials to students to read on their own.

Summary (large group)

Purpose--The daily summary will assist students in following the progression of the curriculum and in understanding the basic concepts introduced each day.

Process--

- Use the Conceptual Overview at the beginning of Module 1 as a guide for summarization.
- With the students, list the concepts covered in Lesson 1 in outline or graphic form.

Procedure--A running summary posted in the classroom will help students see the relationship among different concepts and activities. In Lesson 1, these concepts include:

- Business ownership is a career option for both men and women.
- Characteristics of entrepreneurs (or business owners) are not considered either "male" or "female."
- Obstacles which confront women may be found in the roles women are expected to play, in the language of the workplace, and/or in myths about women as workers.

Assignments

A Personal Assessment

Purpose--In Lesson 2, students will begin comparing their own interests and abilities to those characteristics of entrepreneurs. To facilitate this process, they will need to have given some prior thought to the kinds of activities in which they participate.

Process--

- Instruct students to list all school, extracurricular, and community activities in which they participate.

Procedure--Emphasize to students the importance of listing everything they do, including hobbies and chores, even things that seem inconsequential to them. For basic-level students, modify the assignment by having them list one item in each category: school, sports, clubs, hobbies, home chores, and community activities.

A List of Business Owners

Purpose--Students will be interviewing business owners as a means of gaining information and networking in their community. The list of business owners will be used as a networking exercise in class so that students can select persons to interview whose businesses are of interest to them.

Process--

- Instruct students to list 5 business owners in their community including:

  --name of business owner

  --name of business

  --address of business

  --business telephone number

Procedure--Encourage students to discuss this assignment with parents, friends and neighbors in order to complete this list.

At this time, the teacher should begin to plan for the panel discussion which takes place in Module 4, Lesson 6.

In order for the panel discussion to operate smoothly, the following preparatory steps should be taken:

- Invite 4 to 5 panelists to participate in the panel discussion as far in advance of the panel date as possible.

- Use the Network Directory (included in Module 3, Lesson 5), your acquaintances, and suggestions from students (based on the business people they interview) to form a panel that is balanced by gender, race, national origin and ethnicity.

- Ask panelists for the names of their businesses and the product or service they provide.

- Inform the panelists of the date, time and length of the panel discussion (each panelist has 5 minutes) as well as suggested topical areas of discussion:

  --what he/she would have liked to know before starting a business and why

  --his/her greatest obstacle and how it was overcome

  --his/her greatest reward from business ownership

- Inform panelists that a 20-minute discussion period, which will include questions about business operations and their presentation content, will follow the panelists' presentations.

Materials for Lesson 1

These materials are included:

- Pretest: Knowledge About Entrepreneurship (35 copies)
- Pretest: Knowledge About Entrepreneurship Activity Answer Key
- Defuzzing Wheel Activity Answer Key
- Language May Leave You Out (35 copies)
- Language May Leave You Out Answer Key
- Myths and Realities About Women (35 copies)
- Student folders for storage of materials (35 folders)

The teacher needs to procure these materials:

- chalkboard and chalk
- flip chart and marking pen or chart paper and marking pen

The student needs the following materials:

- pen
- paper

Knowledge About Entrepreneurship
Pretest

Student's Name _____

School _____

Class hour _____

Date _____

This pretest will not be graded. It is a tool to help us determine what you already know about entrepreneurship. Please answer all the questions as quickly as possible. If you do not know the correct answer you can guess.

Check

1. A person who is a business owner, business organizer, business manager and risk taker is (check one only):

   a. an intrapreneur _____

   b. a corporation _____

   c. an entrepreneur _____

2. Sex-equity is defined as (check one only):

   a. the presence of sex stereotyping, bias or discrimination _____

   b. the absence of sex stereotyping, bias or discrimination _____

   c. behavior resulting from the assumption that one sex is superior to the other regarding a particular kind of task _____

3. Sex-role stereotyping starts when boys and girls (check one only):

   a. are in elementary school _____

   b. are too young to attend school _____

   c. are in high school _____

Check

4. Something that interferes, impedes or opposes could be called (check one only):

   a. a bridge _____

   b. a barrier _____

   c. an obstacle _____

   d. both (a) and (b) _____

   e. both (b) and (c) _____

5. A preselected list of questions or statements used as a guide by an interviewee can be called (check one only):

   a. an interview instrument _____

   b. a corporation _____

   c. an interview schedule _____

   d. both (a) and (c) _____

6. A business owned and operated by an individual is called (check one only):

   a. a sole proprietorship _____

   b. a corporation _____

   c. a partnership _____

7. List three different kinds of <u>expert professionals</u> who might help and give advice to someone who wants to go into business:

   <u>List Here</u>

   1. _____

   2. _____

   3. _____

8. List three organizations which can provide assistance to a business owner:

List Here

1. _____

2. _____

3. _____

Check

9. The thing(s) a business person must think about when deciding how she or he will attract customers is/are (choose one only):

a. what <u>image</u> she or he wants customers to have of her or his business. _____

b. what <u>services</u> she or he will provide to her or his customers and how they compare with the competition. _____

c. what <u>prices</u> she or he will charge and how they compare with the competition. _____

d. all of the above _____

e. none of the above _____

Please check "T" if you think the statement is true and "F" if you think it is false.

	T	F
10. A woman's place is in the home because homemaking is a full time job.	____	____
11. The majority of working women only work for extra pocket money.	____	____
12. Women continue to go into clerical and service occupations and not into professional/managerial positions.	____	____
13. Most jobs can be labeled either a "woman's job" or "man's job" because job requirements are usually related to sex differences.	____	____
14. More business women are starting businesses in agricultural services, manufacturing, finance, insurance, and real estate.	____	____
15. Women usually start businesses because they are bored hobbyists seeking to capitalize on their free time.	____	____
16. A large percentage of women business owners got into business through an inheritance.	____	____
17. Female entrepreneurs are motivated by the same factors that motivate male entrepreneurs (e.g., the desire to pursue a skill or talent, a desire for independence, a desire for money).	____	____
18. Entrepreneurship is incompatible with family life.	____	____

Pretest Answer Key

Knowledge About Entrepreneurship
Pretest

	Correct answer	Points for correct answers
1. A person who is a business owner, business organizer, business manager and risk taker is (check one only):		
a. an intrapreneur		
b. a corporation		
c. an entrepreneur	X	1
2. Sex-equity is defined as (check one only):		
a. the presence of sex stereotyping, bias or discrimination		
b. the absence of sex stereotyping, bias or discrimination	X	1
c. behavior resulting from the assumption that one sex is superior to the other regarding a particular kind of task		
3. Sex-role stereotyping starts when boys and girls (check one only):		
a. are in elementary school		
b. are too young to attend school	X	1
c. are in high school		

	Correct answer	Points for correct answers
4. Something that interferes, impedes or opposes could be called (check one only):		
a. a bridge		
b. a barrier		
c. an obstacle		
d. both (a) and (b)		
e. both (b) and (c)	X	1
5. A preselected list of questions or statements used as a guide by an interviewee can be called (check one only):		
a. an interview instrument		
b. a corporation		
c. an interview schedule		
d. both (a) and (c)	X	1
6. A business owned and operated by an individual is called (check one only):		
a. a sole proprietorship	X	1
b. a corporation		
c. a partnership		

7. List three different kinds of <u>expert professionals</u> who might help and give advice to someone who wants to go into business:

<u>List Here</u>

1. _____ Note: Students should be able to list 3 expert professionals. 1
2. _____ 1
3. _____ 1

	Correct answer	Points for correct answers
8. List three organizations which can provide assistance to a business owner: List Here 1. _____ 2. _____ 3. _____	Note: Students should be able to list 3 organizations that can provide assistance.	1 1 1
9. The thing(s) a business person must think about when deciding how she or he will attract customers is/are (choose one only):		
a. what <u>image</u> she or he wants customers to have of her or his business.		
b. what <u>services</u> she or he will provide to her or his customers and how they compare with the competition.		
c. what <u>prices</u> she or he will charge and how they compare with the competition.		
d. all of the above	X	1
e. none of the above		

Please check "T" if you think the statement is true and "F" if you think it is false.

	Correct answer		Points for correct answers
	T	F	
10. A woman's place is in the home because homemaking is a full time job.		X	1
11. The majority of working women only work for extra pocket money.		X	1
12. Women continue to go into clerical and service occupations and not into professional/managerial positions.		X	1
13. Most jobs can be labeled either a "woman's job" or "man's job" because job requirements are usually related to sex differences.		X	1
14. More business women are starting businesses in agricultural services, manufacturing, finance, insurance, and real estate.	X		1
15. Women usually start businesses because they are bored hobbyists seeking to capitalize on their free time.		X	1
16. A large percentage of women business owners got into business through an inheritance.		X	1
17. Female entrepreneurs are motivated by the same factors that motivate male entrepreneurs (e.g., the desire to pursue a skill or talent, a desire for independence, a desire for money).	X		1
18. Entrepreneurship is incompatible with family life.		X	1
Total Possible Points			22

Activity Answer Key

Defuzzing Wheel: Business Owner

enthusiastic

committed

dedicated

energetic

good time-management skills

task-oriented

decisive

risk taker

ambitious

competitive

able to accept criticism

intelligent

demanding

nasty

confident

highly motivated

assertive

good at math

creative

educated

good interpersonal skills

well-organized

good connections

a model or mentor

likes to work alone

likes to be in charge

healthy

aggressive

pushy

self-motivated

independent

Language May Leave You Out
Worksheet

Substitute a general term which will include all people for each item below:

Example:

manpower planning — staff resources planning

1. workman's compensation
2. right man for the job
3. mankind
4. man's achievements
5. manpower
6. businessman
7. insurance man
8. salesman
9. foreman
10. stewardess
11. policeman
12. the average man
13. chairman
14. lady President
15. man in charge

Worksheet Answer Key

Language May Leave You Out

Substitute a general term which will include all people for each item below:

Example:

	manpower planning	staff resources planning
1.	workman's compensation	worker's compensation
2.	right man for the job	right person for the job
3.	mankind	human beings, human race, humankind, people, humanity
4.	man's achievements	human achievements
5.	manpower	personnel, staff, workforce, human energy, workers
6.	businessman	business executive, business manager, businessperson
7.	insurance man	insurance agent
8.	salesman	salesperson, sales representative
9.	foreman	supervisor
10.	stewardess	flight attendant, cabin attendant
11.	policeman	police officer
12.	the average man	the average person
13.	chairman	chair, chairperson
14.	lady President	President
15.	man in charge	person in charge

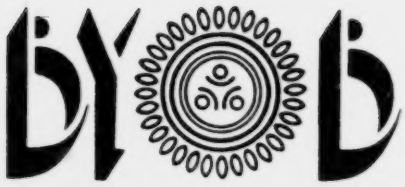
Myths and Realities About Women

The Myth	The Reality
Sex-role stereotyping begins in schools.	Sex-role stereotyping begins between the ages of three and six where girls already have restricted career ambitions for themselves. At this time, many girls are able to name occupations that they would like to have if they were boys. Boys can think of a lot of career choices for themselves, but few for girls.
Improvement in education level will help women get top jobs.	Barriers to educational opportunity are diminishing but sex-role stereotyping often keeps women from using their education.
A woman's place is in the home.	Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; labor saving devices have lightened or eliminated much work around the home. Approximately 47 million women or 51 percent of the female population 16 years or older, were in the labor force by March 1980. Most female labor force growth has resulted from mothers with small children going to work.
Women aren't seriously attached to the labor force; they work only for extra pocket money.	Of the 47 million women in the labor force in March 1980 nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $6,000 a year.

The Myth	The Reality
Women are concentrated in clerical and service occupations (e.g, secretary, receptionist, nurse, the traditional "pink collar" categories).	The number of women in professional/managerial positions doubled during the 1970s; and between 1970 and 1980, the number of women engineers increased 100 percent, the number of female lawyers and judges 377 percent, the number of doctors 84 percent, and the number of women bank officials and financial managers 256 percent.
Women should stick to "women's jobs" and shouldn't compete for "men's jobs."	Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition, rather than job content, has led to labeling certain jobs as women's and others as men's. In measuring 22 job-related inherent aptitudes and knowledge areas, a research laboratory found no sex difference in 14, that women excelled in 6, and that men excelled in 2.
Men don't like to work for women supervisors.	Research studies have indicated that most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with a woman manager, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the reporting firms indicated that they hired female executives, none rated their performance as unsatisfactory, 50 percent rated them the same as male executives, and 8 percent rated them better than the male executives who were their predecessors.

The Myth	The Reality
Women-owned businesses are mostly in the traditional areas of retail trade and services.	Since 1977, business women have made progress in entering nontraditional areas such as manufacturing, finance, insurance, real estate, and agricultural services. The concentration of women in nontraditional areas of business ownership is expected to increase greatly as new generations of women enter new fields of education and leave college and households to become salaried workers and business owners.
Women are not serious business owners but are hobbyists seeking to capitalize on their free time.	Women who responded to a national survey indicated that they were in the work force for several years prior to starting their venture. Although most of the respondents were first-time entrepreneurs, with only 9.6 percent owning more than one other business in the past, they were by no means newcomers to the labor force. Almost half (43 percent) had worked for at least 21 years, and less than one-fourth (21.5 percent) had worked for less than ten years. Not all of these women had managerial jobs; 13.4 percent had been managers for 21 years or more and 39.5 percent reported having five or fewer years of managerial experience.
Women get into business through inheritance or as part of a "ma-and-pa" business, rather than through their own desire to do business.	A survey found that women business owners were classic entrepreneurs. Only 4 percent of the respondents inherited their business; almost 80 percent were the original founders of their own businesses. Only 30 percent started the business with their spouse.
Female entrepreneurs are motivated by different reasons than male entrepreneurs.	Two different studies found that female entrepreneurs displayed the same traits as male entrepreneurs. More importantly, they were motivated by exactly the same factors that motivated male entrepreneurs--the desire to use a skill or talent, the desire for independence, and the desire for money.

The Myth	The Reality
Entrepreneurship is incompatible with family life.	Two different studies found that most business women were married and had supportive families, a factor which has proven to be a key to business success. These women were able to manage both their businesses and family lives. Interestingly, most of these women had entrepreneurial role models and working mothers.
Men are still going into business at a faster rate than women.	Female-owned businesses have doubled since 1972 and are increasing at a rate five times that of male-owned concerns.



MODULE 1

LESSON 2

MODULE 1 - ORIENTATION TO ENTREPRENEURSHIP

LESSON 2 - SUMMARY OF ACTIVITIES

Activity	Process	Materials	Time
A Personal Assessment Parts I and II Imple. Guide. p. 45	• Distribute A Personal Assessment worksheet to students • Have students complete Parts I and II of worksheet	• Chalkboard/chalk or flip chart • Worksheet: A Personal Assessment, Parts I & II	20 min.
Ingredients for Entrepreneurship p. 45 Imple. Guide. p. 45 Answer Key p. 57	• Distribute Ingredients for Entrepreneurship checklist • Have students complete checklist using both worksheets and discuss • Distribute Glossary of Business Terminology and discuss	• Checklist: Ingredients for Entrepreneurship • Glossary of Business Terminology	10 min.
Test It Out Imple. Guide. p.46	• Distribute Test It Out and Hints structured interview format • Discuss Hints in large group • Share lists of business owners generated at home in large group • Exchange information so that students may select a business that interests them for the interviews	• Chalkboard/chalk or flip chart • Worksheet: Test It Out • Handout: Hints • Students' lists	10 min.
Summary p. 47	• Summarize day's activities using Conceptual Overview	• Chalkboard/chalk or flip chart from previous lesson	5 min.
Assignments • Test It Out (long range; due on day of Lesson 5) • Writing a Resume Imple. Guide. p. 47	• Review Hints before interviewing local business people • Instruct students to write a resume appropriate for businesses needing someone with their skills	• Hints for Interviewing • Worksheet: Test It Out • An Example of a Resume • Worksheet: Resume Format	5 min.

Implementation Guidelines

Lesson 2

A Personal Assessment, Parts I and II (individual or pair)

Purpose--Part I is a useful way to demonstrate to students the number of skills and abilities they already possess. In Part II, personal characteristics such as dependability and reliability are targeted. Thus, Part II is especially important for helping withdrawn or unruly students who may have few constructive affiliations outside the classroom to see their positive attributes. A Personal Assessment will be used to help students compare their personal characteristics with those of many entrepreneurs in Ingredients for Entrepreneurs (Lesson 2), to target goals in Bingo for People (Lesson 3), and to practice effective decision-making skills in Steps in Decision-Making (Lesson 3).

Process--

- Distribute A Personal Assessment Worksheet to students.
- Help students with long lists of activities to select representative items.
- "Walk through" the worksheet examples for Parts I and II with students, if necessary, so that students understand how to complete the worksheet.
- Have the students complete Parts I and II of the worksheet.

Procedure--Circulate around the room to assist students with this exercise.

Ingredients for Entrepreneurship (individual, large group)

Purpose--This exercise will help students to compare their personal attributes to those of many entrepreneurs.

Process--

- Distribute the worksheet to students.
- Have students complete the worksheet.
- Correct the worksheet in the large group.
- Distribute Glossary of Business Terminology.

Procedure--Remind students that not all entrepreneurs have each of these ingredients and that many of the ingredients can be developed over time. Most important, one does not have to become an entrepreneur to have a happy and productive life. (Discuss key business terminology in preparation for balance of the program.)

Test It Out (large group)

Purpose--The structured interview is a good mechanism for students to hear about entrepreneurship directly from experienced business owners.

Process--

- Distribute the Test It Out structured interview instrument and Hints for Successful Interviewing to students.
- Discuss instructions and interviewing guidelines in a large group.
- Share lists of business owners generated at home in a large group.
- Exchange information so that students may select a business that interests them for the interviews.

Procedure--Encourage students to interview a business owner who is engaged in a business they find interesting (it must also be appropriate; for example, high school students should not go into a liquor store). Remind students that the more comfortable they are with the structured interview questions and Hints for Successful Interviewing, the more relaxed they will be during the interview. Help them exchange information about the business owners.

The informational interview is a valuable activity which will assist students in learning to approach the business community with confidence at other times. However, students may become discouraged if their efforts are rebuffed by busy or suspicious business owners. For this reason, students are encouraged to request short (15 minute) interviews and to respect this time frame. In addition, the teacher can pave the way to a successful interviewing experience by doing one or more of the following:

1. Ask the PTA or PTSA to generate a list of business owners in the community who are willing to be interviewed (allow sufficient time, 2-3 weeks for this);
2. Ask the Public Relations Director at a large shopping center or mall to inform business owners at that location of the purpose of this visit and elicit their support;
3. Ask the Public Relations Director of a large department store to elicit the support of neighboring business establishments;
4. Ask local organizations listed in the Network Directory of this curriculum to generate a list of business owners accessible to the school community who are willing to be interviewed; and/or,
5. Invite several local business owners to attend a class session and have a group of students interview them.

With some classes, it may be necessary to do some role-playing with this exercise before students go out to interview. If you run short of time as a result of this, consider adding a day to the curriculum or shortening the panel discussion in Lesson 7.

Many students may feel more comfortable interviewing in pairs. If they do, instruct them to alternate questions so that each interviewer remains an active participant in this activity.

Summary (large group)

Purpose--The summary will assist students in seeing the relationship between Lessons 1 and 2.

Process--

- Use the Conceptual Overview at the beginning of Module 1 as a guide for summarization.
- With the students, discuss the concepts covered in Lesson 2 and their relationship to those in Lesson 1.

Procedure--Build on the graph or outline from Lesson 1 to illustrate the continuity of the curriculum. The concepts in Lesson 2 include:

- Daily activities during adolescence are a preparation for adult life.
- Many personal traits students have may be similar to those of entrepreneurs.

Assignments

Test It Out

Purpose--See above.

Process--

- Assign reading material and interview of local business owners to students.

Procedure--Instruct students to schedule appointments as soon as possible so that the interviews can be completed within 2 days (by Lesson 5).

Writing a Resume

Purpose--By composing a resume, students will be encouraged to decide which of their skills and attributes they feel are the strongest.

Process--

- Tell students that a resume is a statement of a job applicant's previous employment experience and education. A

resume is also used by business owners as a way to demonstrate they have the capability of fulfilling a potential client's job needs. Components of a resume are the writer's name, address, telephone number, a listing of education, a list of locations and dates of past employment and voluntary experience, extracurricular activities and a list of references that can be called if the reader is interested in interviewing the writer. (Inform students that they may use a fictitious address and telephone number since the resumes will be posted.)

- Instruct each student to use her/his completed personal assessment and the Resume Format Worksheet to create a resume to market her/his skills.

Procedure--The teacher instructs each student to create a resume for a business which will use his/her skills. Students should be reminded to use the materials from A Personal Assessment to complete this assignment. Other possibilities for this activity include:

- Find a classified advertisement for someone who needs your skills.

- Write a letter of application in response to an advertisement.

Materials for Lesson 2

These materials are included:

- A Personal Assessment (35 copies)
- Ingredients for Entrepreneurship (35 copies)
- Ingredients for Entrepreneurship Answer Key
- Glossary of Business Terminology (35 copies)
- Hints for Successful Interviewing (35 copies)
- Test It Out (35 copies)
- An Example of a Resume (35 copies)
- Resume Format (35 copies)

The teacher needs to procure these materials:

- chalkboard and chalk
- flip chart and marking pen or chart paper and marking pen
- employment advertisement section of the daily newspaper

The student needs the following materials:

- pen
- paper

A Personal Assessment Worksheet

Parts I and II

Directions, Part I: List your school subjects, extracurricular activities, hobbies, sports, responsibilities at home, work assignments, and community involvements in Column A (i.e., mathematics, swim team, chess club, reading, taking out the garbage, filing, etc.) Complete Columns B through F for each activity listed.

Activity (A)	Role(s)/ Responsibilities (B)	Setting (C)	Skills Developed (D)	Reason Liked/ Disliked (E)	Why Chosen? (F)
Example: swim team	member/swim in swim meets/practice	school pool	crawl, butterfly	liked/met with friends; good at it	like swimming

Directions, Part II: List 3 to 5 positive personality traits that you are known for (i.e., truthfulness, tactfulness, dependability). Think about your personal attributes.

Ingredients for Entrepreneurship
Worksheet

An entrepreneur is a person who organizes, manages and assumes the risks of business ownership. The Center for Entrepreneurial Management (CEM) and the American Management Association (AMA) have completed various surveys on successful entrepreneurs. One survey highlights some of the "ingredients" necessary for successful entrepreneurship.

Directions:

Read each item below and put a check in the column labeled "yes" for statements with which you agree or that apply to you and "no" for statements with which you do not agree or that do not apply to you. Then compare your answers to the results of CEM's and AMA's survey using the teacher's answer key.

"Ingredients"	Yes	No
1. Are you the first child in your family?	____	____
2. Do you intend to go to college and earn at least a bachelor's degree?	____	____
3. Would you rather work for someone else than work for yourself?	____	____
4. To succeed at a task would you consider it more important to: (Choose one)		
(a) work as hard on the task as you can?	____	____
(b) be as smart at the task as possible?	____	____
(c) both (a) and (b) equally?	____	____
5. Do you seek advice from authority figures (parents, school counselors, teachers, etc.) when you are trying to make an important decision?	____	____
6. If you wanted to start a business would you consider: (Choose one)		
(a) the customer as the necessary and sufficient ingredient for starting a business?	____	____
(b) other things as more necessary than customers?	____	____

	Yes	No
7. If Chris Evert-Lloyd challenged you to a tennis match and you were an advanced tennis player, would you: (Choose one)		
(a) accept the challenge and bet money on the match?	____	____
(b) accept the challenge but not bet money on the match?	____	____
(c) not accept the challenge?	____	____
8. Do you tend to immediately and enthusiastically accept: (Choose one)		
(a) new people?	____	____
(b) new ideas?	____	____
(c) both (a) and (b)?	____	____
9. If you were a business person, which personality type do you think would be best suited to be your right-hand person (someone you depend on): (Choose one)		
(a) not too bright but a hard worker?	____	____
(b) bright but lazy?	____	____
10. Of the things you can be counted on to do well (babysitting, homework, etc.) do you do them well because: (Choose one)		
(a) you are unorganized?	____	____
(b) you are organized?	____	____
(c) you are superorganized?	____	____
11. If you could select a competitive profession, which one would you prefer: (Choose one)		
(a) personnel counseling (helping people find employment)?	____	____
(b) professional golf?	____	____
(c) sales?	____	____

	Yes	No
12. If you went into business, would you rather have as a partner: (Choose one)		
(a) a stranger who is an expert in his/her field?	____	____
(b) a close friend?	____	____
13. Do you enjoy being with people: (Choose one)		
(a) even when you have nothing special to do?	____	____
(b) only when you have something special to do?	____	____
14. When you play a competitive game, are you concerned with: (Choose one)		
(a) how well you play?	____	____
(b) winning and losing?	____	____
(c) both (a) and (b)?	____	____
15. Have you ever run a business (lemonade stand, paper route, etc.)?	____	____
16. When you are really interested in something, do you dedicate yourself to it for a while?	____	____
17. Do you consider yourself a persistent person?	____	____

Check your answers against the teacher's answer key.

So here you are, a high school student, without much of the worldly experiences of successful entrepreneurs, but sharing some of the "ingredients" that appear to make entrepreneurial success possible. If you do not share the "ingredients"--don't despair; there is plenty of time for you to develop some of the entrepreneurial traits in your own special way.

Worksheet Answer Key

Ingredients for Entrepreneurship

An entrepreneur is a person who organizes, manages and assumes the risks of business ownership. The Center for Entrepreneurial Management (CEM) and the American Management Association (AMA) have completed various surveys of successful entrepreneurs. One survey highlights some of the "ingredients" necessary for successful entrepreneurship.

Directions:

Read each item below and put a check in the column labeled "yes" for statements with which you agree or that apply to you and "no" for statements with which you do not agree or that do not apply to you. Then compare your answers to the results of CEM's and AMA's survey using the teacher's answer key.

"Ingredients"	Yes	No
1. Are you the first child in your family?	X	
2. Do you intend to go to college and earn at least a bachelor's degree?	X	
3. Would you rather work for someone else than work for yourself?		X
4. To succeed at a task would you consider it more important to: (Choose one)		
(a) work as hard on the task as you can?		
(b) be as smart at the task as possible?		
(c) both (a) and (b) equally?	X	
5. Do you seek advice from authority figures (parents, school counselors, teachers, etc.) when you are trying to make an important decision?	X	
6. If you wanted to start a business would you consider: (Choose one)		
(a) the customer as the necessary and sufficient ingredient for starting a business?	X	
(b) other things as more necessary than customers?		

	Yes	No
7. If Chris Evert-Lloyd challenged you to a tennis match and you were an advanced tennis player, would you: (Choose one)		
(a) accept the challenge and bet money on the match?		
(b) accept the challenge but not bet money on the match?	X	
(c) not accept the challenge?		
8. Do you tend to immediately and enthusiastically accept: (Choose one)		
(a) new people?		
(b) new ideas?		
(c) both (a) and (b)?	X	
9. If you were a business person, which personality type do you think would be best suited to be your right-hand person (someone you depend on): (Choose one)		
(a) not too bright but a hard worker?		
(b) bright but lazy?	X	
10. Of the things you can be counted on to do well (babysitting, homework, etc.) do you do them well because: (Choose one)		
(a) you are unorganized?		
(b) you are organized?		
(c) you are superorganized?	X	
11. If you could select a competitive profession, which one would you prefer: (Choose one)		
(a) personnel counseling (helping people find employment)?		
(b) professional golf?		
(c) sales?	X	

	Yes	No
12. If you went into business, would you rather have as a partner: (Choose one)		
(a) a stranger who is an expert in his/her field?	X	
(b) a close friend?		
13. Do you enjoy being with people: (Choose one)		
(a) even when you have nothing special to do?	X	
(b) only when you have something special to do?		
14. When you play a competitive game, are you concerned with: (Choose one)		
(a) how well you play?		
(b) winning and losing?		
(c) both (a) and (b)?	X	
15. Have you ever run a business (lemonade stand, paper route, etc.)?	X	
16. When you are really interested in something, do you dedicate yourself to it for a while?	X	
17. Do you consider yourself a persistent person?	X	

Glossary of Business Terminology

Business Ownership	To hold a business as property.
Capital	Assets (money, equipment) available for use.
Collateral	Property pledged by a borrower to protect the interest of the lender.
Competitor	A person who offers goods or services in the same market as another.
Cooperative	An enterprise or organization owned by and operated for those using its services.
Copyright	Legal protection for authors, composers, artists, etc. from unauthorized duplication or reproduction of their original work.
Corporation	An organizational structure that is an autonomous legal entity separate from the owners.
Credit	An amount of money placed at a person's disposal by a bank.
Customer	A person who buys goods or services.
Distribution	Method or process by which products or services are made available to the target market (retail, direct mail, consignment).
Enterprise	A business organization.
Entrepreneur	A person who organizes, manages and assumes the risks of business ownership.
Equity	The money value of a property in excess of liens against it.
Financing	The manner in which necessary funds are obtained to operate a business (loans, sale of stocks).
Franchise	An organizational structure where a chain of businesses is each individually owned.
Goods	Another term for merchandise.
Inventory	An itemized list of goods or materials on hand.
Investment	The outlay of money usually for income or profit.

Investment	The outlay of money usually for income or profit.
Jobber	A wholesaler who sells only to retailers and institutions.
Liquid Assets	Assets most easily turned into cash.
Loan	Money lent usually for the borrower's temporary use.
Location Analysis	A study of the business environment to determine the best place to establish your business.
Manufacturer	A person who changes raw materials into something suitable for use.
Market Research	The gathering of factual data or information on consumer preferences or needs.
Market Strategy	A strategy to find customers based on the 4 "P's": product, price, promotion, and place. The decisions made about each of these four areas determine the specific market strategy.
Merchandise	Commodities or goods that are bought and sold in business.
Organizational Structure	Either a sole proprietorship, partnership, franchise, corporation, or cooperative.
Partnership	An organizational structure where a business is owned by more than one individual.
Patent	A legal document authorizing exclusive property rights to an invention of a product or process.
Price Elasticity	The extent to which a change in price will cause a change in demand. For example, if prices are inelastic, consumers will continue to buy the same amount regardless of an increase or decrease in prices. On the other hand, a rise in elastic prices will cause a drop in demand.
Product	Goods or services to be sold.
Profit	The amount of money left over from sales or services after expenses have been paid.
Promotion	The manner in which goods or services are offered for sale (flyers, printed or radio advertising, coupons, door-to-door, etc.).

Revenue	The gross income returned by an investment.
Sales	Operations and activities involved in promoting and selling goods or services.
Sole Proprietorship	A business owned and operated by one individual.
Target Market	The segment of the market which is made up of your expected primary customers.
Trademark	Legal protection of a name or symbol of a product used in commerce. (For example, "Kleenex" is the trademark of a company that manufactures paper products.)
Vendor	A person who sells goods or services, especially by "hawking" or "peddling."
Venture	A business enterprise; definition includes the concepts of decision-making and risk taking.
Wholesaler	A middleperson who usually buys from manufacturers and sells to businesses for their resale or use.

Test It Out
Hints for Successful Interviewing

These general interviewing hints will help you prepare to interview a business person in your community.

Interview Terminology

- interview--a meeting at which information is obtained
- interviewer--the person who is seeking information
- interviewee--one who is interviewed
- interview schedule or instrument--a pre-selected list of questions or statements used as a guide by the interviewer to obtain information from the interviewee

Hints

1. Call the interviewee to schedule a definite date and time for an appointment. Do not drop in on a business owner unannounced. When you call, briefly tell the interviewee who you are, how you got his/her name, why it is important that you interview him/her, and that the information is for a class assignment. Let the business owner know the appointment will take 15 minutes.
2. Keep the interview to 15 minutes in length; business owners are busy people.
3. Before the scheduled date of the interview with the business person, call and confirm your meeting. It is best to do this the day before the appointment. Also review the questions on the Test It Out worksheet. Reading the items out loud will help you become comfortable with the terminology.
4. Dress in a manner appropriate to a business setting (you probably should not wear shorts, sun dresses, or jeans).
5. Organize your materials. Have plenty of paper and a pen ready.
6. Ask the questions in the order that they appear on the Test It Out worksheet.
7. If the interviewee answers a question by saying "I don't know," wait a few seconds to give him/her a little time to think. Avoid asking "why" questions. Instead ask "how?" or "in what way?" questions.
8. Try to record comments or remarks as they are given (the exact words people use to describe their feelings and experiences are important).

9. Get specifics by following up an interviewee's comments. Inquire "what do you mean by that?" or "could you explain?"

10. Maintain eye contact with the inverviewee as much as possible to establish a comfortable relationship.

11. If you are interviewing with a partner, both of you should record responses to assure that all the interviewee's remarks will be recorded.

12. Be sure to get all the information you need before leaving the interview. Review the Test It Out worksheet for completeness.

13. Ask the business person if he/she is interested in talking to the class about his/her business experiences.

14. When the interview is over, thank the business person for sharing his/her time and ideas with you.

15. A follow-up thank you note is always a good idea.

Good Luck

Test It Out
Worksheet

To begin your interview:

1. Introduce yourself and remind the business owner of your appointment.

2. Thank her or him in advance for her/his time and remind her/him that you are interviewing business owners as a class assignment.

3. Tell her/him that you have prepared a few questions and begin.

Name(s) of Interviewer(s) _____

_____

Name(s) of Person(s) Interviewed _____

_____

Date of Interview _____

Name of Business _____

Product or Service _____

Type of Business: ___Sole Proprietorship ___Partnership ___Corporation

1. Who is the owner or proprietor of this business?

2. What kinds of daily activities are associated with running this kind of business?

3. What methods do you use to attract customers?

4. If I (we) wanted to start my (our) own business, what would you advise me (us) to do to prepare myself (ourselves)?

5. What has been the best part of owning a business?

6. What methods can high school students use to learn more about business ownership?

Are you available to speak to my (our) class? ___Yes __No

If yes:

Phone number?_____

The most convenient time for my (our) teacher to call you? _____

An Example of A Resume

RESUME

Mary Jane Smith
6000 Entrepreneur Rd.
Washington, D.C. 20024
(202) 555-1212

Education:

George Washington High School Diploma, June 1986

McDonald's Training School Certificate of Achievement

Employment:

McDonald's
906 Hamburger Lane
Washington, D.C. 20024
Duties: Cashier responsible for taking customer payments for merchandise and for making correct change. Also counted money in drawer and supplied a written report at the end of the work day.

Eloise Johnson
8009 Anywhere Street
Washington, D.C. 20016
Duties: Babysat children ages 5 and 7 for about 10 hours per week. Responsible for preparing and serving their dinner meal, supervising their baths, putting them to bed and watching over them until their mother returned from school.

Washington Post
Circulation Department
Washington, D.C.
Duties: Delivered papers each day last summer (1984) to about 60 households. Responsible for servicing route, collecting payment, recordkeeping and submitting collections to the company.

Voluntary Experience:

Girl Scouts of America
Washington, D.C. Chapter
Duties: Sold 500 boxes of girl scout cookies. Responsible for finding cutomers, selling cookies, making change, keeping a sales record and writing a report listing the number of boxes sold and total dollar amount generated.

Children's Hospital
Washington, D.C.
Duties: "Candy-striper" in the gift shop. Responsible for selling notions and newspapers to patients.

Extracurricular Activities:

President of the school's computer club. Can operate several micro-computers and have knowledge of several BASIC computer languages.

References:

Mr. Bonnie Carter
McDonald's
906 Hamburger Lane
Washington, D.C. 20024
(202)555-6320

Ms. Eloise Johnson
8009 Anywhere Street
Washington, D.C. 20016
(202)555-5676

Ms. Jeanie Jones
Girl Scouts of America
Washington, D.C. Chapter
Washington, D.C. 20010
(202)555-6789

BEST COPY AVAILABLE

Student Handout

Resume Format
Worksheet

RESUME

lucation:

nployment:

luntary
perience:

MODULE 2: A CAREER IN BUSINESS--IT COULD BE FOR ME

Module 2: A Career in Business--It Could Be For Me
(2 days)

Overview

In Module 2, students learn a basic decision-making strategy and have an opportunity to use this procedure to make a decision about a personal goal. Next, working in small groups, students apply the steps in decision-making to a case study about entrepreneurship. These exercises are a bridge to Module 3 where students will learn about the real experiences of selected business owners and share the results of their own interviews with entrepreneurs.

Approach

The decision-making strategy selected for instruction can be applied to numerous life-time situations. The teacher should emphasize and give examples of its generalizability. In the case study exercise, many students may become confused by the values and issues presented. The teacher should not force students to adopt a particular stance, but he/she should remind students that their objective is to attain the goal stated in the Group Exercise in Business Decision-Making.

Goals

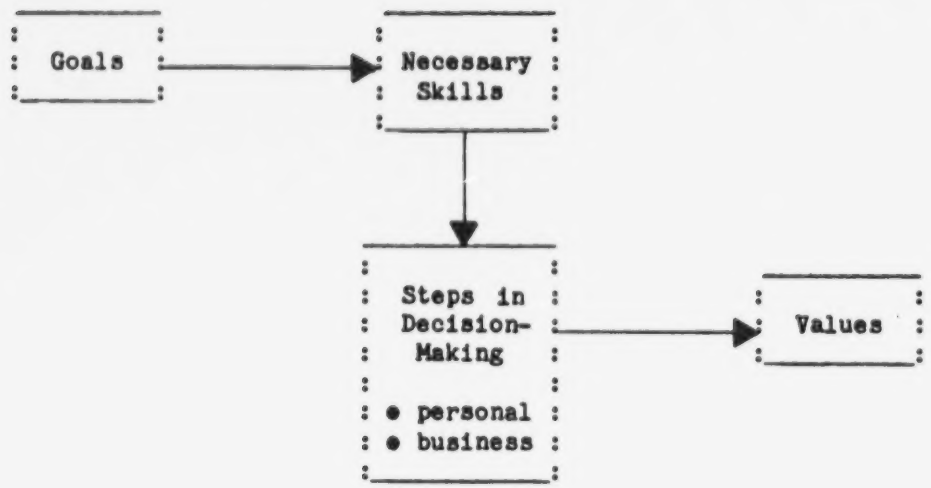
- to provide students with an opportunity to define their own personal and career goals; and,
- to acquaint students with some of the necessary skills for effective entrepreneurship: planning, decision-making, problem-solving, time management strategies, and risk taking.

Instructional Objectives

Each student will demonstrate an ability to:

- state specific personal and career goals; and,
- apply skills in business, planning, decision-making, problem-solving, time management and risk taking in the completion of an exercise.

Conceptual Overview



MODULE 2
LESSON 3

MODULE 2-A CAREER IN BUSINESS: IT COULD BE FOR ME

LESSON 3 - SUMMARY OF ACTIVITIES

Activity	Process	Materials	Time
Writing a Resume Imple. Guide. p. 83	• Have students post their resumes on cork board as they come in	• Thumbtacks or staples	2 min.
Bingo for People Imple. Guide. p. 83	• Distribute Bingo for People • Review instructions with students and allow time for completion of the exercise • Discuss goals in large group • Post all worksheets on a wall for students to review	• Worksheet: Bingo for People • Tape	15 min.
Steps in Decision-Making Imple. Guide. p. 84	• Distribute Steps in Decision-Making worksheet • Have students select a personal goal used in the Bingo for People exercise • Instruct students to complete the Steps in Decision-Making worksheets individually or in pairs • Discuss activities and worksheets in large group	• Worksheet: Steps in Decision-Making	20 min.
Summary Imple. Guide. p. 84	• Summarize day's activities using Conceptual Overview	• Chalkboard/Chalk or flip chart	5 min.
Assignment p. 85	• Work on Test It Out		

Implementation Guidelines

Lesson 3

Writing a Resume (individual)

Purpose--See Lesson 2.

Process--

- Have students post their completed resumes on the cork board as they come into the classroom.
- Leave the resumes on the cork board for students to review during the remainder of the curriculum implementation.

Bingo for People (large group)

Purpose--Bingo for People is an opportunity for students to think about their goals and ambitions. Students should be reminded that goals can be short-range and long-range.

Process--

- Distribute Bingo for People worksheets.
- Review the instructions with students and allow time for completion of the exercise.
- Allow students to circulate around the room to obtain signatures by signaling silently to others.
- Discuss silent or body language at the conclusion of the exercise.
- Discuss students' goals in the large group.
- Post all worksheets on a wall for students to review.

Procedure--The results of the Bingo for People activity may be shared by having students discuss the responses made by selected class members or by having all the people who made certain responses (i.e., to be an entrepreneur) raise their hands. This exercise provides a good opportunity for the teacher to spotlight students who are socially isolated by asking students to share the goals of the youngster who needs some recognition. Results are posted (and saved) so that students may retrieve their responses to use in the next activity, Steps in Decision-Making.

Steps in Decision-Making (individual or pair)

Purpose--Mastering decision-making skills is valuable to both students and entrepreneurs; this activity is useful for making decisions in many areas of life.

Process--

- Distribute Steps in Decision-Making worksheet to students.
- Read the summary and example and then have each student choose a personal goal which she/he used in the Bingo for People exercise to complete the worksheet. Each student should pick one of his/her own goals.
- Instruct students to complete the Steps in Decision-Making worksheets individually or in pairs to attain their goals.
- Discuss the activities and worksheets in the large group.

Procedure--Encourage students to make this a personally useful activity. Instruct students to think about a decision that is related to a personal goal which can be realistically achieved from the Bingo for People exercise. Students' materials from A Personal Assessment may be helpful to identify strengths which can be used in goal attainment. Help students to see that mastering good decision-making skills is not magical or intuitive but results from selecting alternatives based on logical consequences.

Basic level students will need help and encouragement to complete this exercise. Where possible, pair a basic-level student with a more capable partner. If the class is at a basic level, allow 2 class periods if necessary and add an additional day onto the curriculum.

Summary (large group)

Purpose--The summary will assist students in seeing the ways in which decision-making processes can be used to attain goals.

Process--

- Use the Conceptual Overview at the beginning of Module 2 as a guide for summarization.
- With the students, discuss the skills and concepts from Lesson 3 and add them to the graph or outline from Lessons 1 and 2.

Procedure--Build on the outline or graph from Lessons 1 and 2. The summary should include these points:

- Steps in decision-making follow an orderly procedure.
- Decision-making is the process by which the advantages and disadvantages of alternative ways of reaching goals are evaluated.

- Decision-making is a way of selecting what appears to be the best way of working towards accomplishing goals.

Assignment

Instruct students to continue to work on the Test It Out exercise.

Materials for Lesson 3

These materials are included:

- Bingo for People (35 copies)
- Steps in Decision-Making (35 copies)

The teacher needs to procure these materials:

- tape
- cork board
- thumbtacks
- staples

The student needs the following materials:

- pen
- completed worksheet: A Personal Assessment

_____

Student's Name

Bingo for People
Worksheet

Goal: To fill in the boxes of this form with the signatures of your classmates along with a personal goal.

Directions: Silently circulate around the room signing your name in a square of your classmates' forms and having them sign yours until time is up. Beneath your signature, state a personal goal. Do not repeat any goal. Each time you sign your name on a form, select a new goal. Do not sign anyone's form more than once.

Example

Mary Jones 10 miles Jog by December 1985				

Steps in Decision-Making
Worksheet

Summary

1. State your goal.
2. State the problem or obstacle that prevents you from reaching your goal.
3. List all the alternative ways in which this problem or obstacle could be overcome. List all the advantages and disadvantages for each of these.
4. Study the advantages and disadvantages. Keep your goal in mind.
5. State the outcome or consequence of each alternative.
6. Eliminate the alternatives that won't help you reach your goal.
7. Pick the alternative or alternatives that you feel will work best for you.
8. Think about the steps you can take to use the alternative(s) you have chosen in order to reach your goal.

Example:

1. State your goal: My goal is to have extra money.
2. State the problem or obstacle that prevents you from reaching your goal: The problem or obstacle is that I don't have a way to get extra money.
3. List all the alternative ways in which this problem or obstacle could be overcome. For each of these, list all the advantages and disadvantages that you can think of. The alternative ways to overcome this problem are:

   a. to ask my parents

      advantage: that's an easy way, requires no effort.

      disadvantage: they don't have much extra money.

b. to find a part-time job

advantage: I would have a steady source of income.

disadvantage: I would have to give up some of my free time to job hunt and to work.

c. to pick up jobs like babysitting or mowing lawns

advantage: I would have some extra money and I could work when I want.

disadvantage: the work is not steady so I would not have a steady source of income.

4. Study the advantages and disadvantages. Keep your goal in mind.

I need to think about this. Do I want extra money for some special reason or do I want extra money all the time? How badly do I want to have money? Am I willing to give up free time? Will I be satisfied with whatever my parents are willing to give me? Would they let me do extra chores for money?

5. State the outcome or consequence of each alternative.

The consequences of each alternative are different. If I ask my parents and they say they can't give me money, I will be back where I started and I won't reach my goal. If I get a part-time job, I will have a steady income but less free time. If I get odd jobs I will probably have more free time and less money.

6. Eliminate the alternatives that won't help you reach your goal.

I will begin by asking my parents for money. If they say no, then I will eliminate this alternative. I will also eliminate the odd jobs idea because I want to know that I will have more money. Therefore, I need a steady income.

7. Pick the alternative or alternatives that you feel will work best for you.

The best alternative is to ask my parents for money. If they can't help, I will get a part-time job.

8. Think about the steps you can take to use the alternatives you have chosen in order to reach your goal.

I will begin by asking my parents for money. If they want me to do extra chores, I will ask them if we can make a list of those chores together so that we will both know how the money is to be earned. If that plan does not work out, I will begin looking for a part-time job. I will decide what I can do and what hours I can work. Then I will list the steps in a job search plan and follow through with each step.

Now, fill out this worksheet:

1. State the goal. List a personal goal that you used in Bingo for People. List one of your own goals, not someone else's goal.

2. State the problem or obstacle that prevents you from reaching the goal (see the example).

3. List all the alternative ways in which this problem or obstacle could be overcome. For each of these list all the advantages and disadvantages that you can think of.

   Alternatives

      advantages:

      disadvantages:

   Alternatives

      advantages:

      disadvantages:

   Alternatives

      advantages:

      disadvantages:

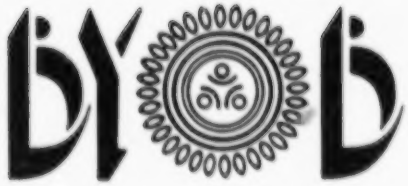
4. Study the advantages and disadvantages. Keep your goal in mind.

5. State the outcome or consequence of each alternative.

6. Eliminate the alternatives that won't help you reach your goal.

7. Pick the alternative or alternatives that you feel will work best for you.

8. Think about the steps you can take to use the alternative(s) you have chosen in order to reach your goal.



MODULE 2

LESSON 4

MODULE 2-A CAREER IN BUSINESS: IT COULD BE FOR ME

LESSON 4 - SUMMARY OF ACTIVITIES

Activity	Process	Materials	Time
A Group Exercise in Business Decision-Making Imple. Guide. p. 99	• Put students in groups of 4 to 6 people each • Distribute case study materials to students • Have students read and complete case study worksheet in small groups	• Chalkboard/chalk or flip chart • Worksheet: A Group Exercise in Business Decision-Making	25 min.
Answer Key p. 105 Case Study Answer Key p. 111	• Discuss group answers to case study worksheet in large group		15 min.
Summary Imple. Guide. p. 100	• Summarize day's activities using conceptual overview	• Chalkboard/chalk or flip chart	5 min.
Assignment p. 100	• Bring completed Test It Out forms to class for Lesson 5		

Implementation Guidelines

Lesson 4

A Group Exercise in Business Decision-Making (small group)

Purpose--This activity offers students an opportunity to apply the concepts covered thus far to a case study about a business person. For the teacher, A Group Exercise in Business Decision-Making is an effective way of reinforcing basic skills in following directions, reading, using higher order cognitive processes, and working effectively in small groups. For these reasons, the exercise is timed.

Process--

- Assign students to groups of 4 to 6 people.
- Distribute case study materials to students.
- Instruct student groups to read and complete the case study worksheet.
- Reconvene in one large group and discuss answers on the case study worksheets.

Procedure--

Use these questions to guide the discussion. Remember that Jane's goal is to secure the loan.

- What is the problem?
- What alternatives does Jane have?
- What are the advantages or disadvantages to each alternative?
- How could Jane have been better prepared?

In this activity, students will be confronting basic business behaviors and issues. The process of working through this problem should be related back to the process they developed in the previous decision-making exercise (i.e., the process used in making a business decision is much like the process used for making a personal decision).

Summary (large group)

Purpose--The summary will assist students in understanding the basic concepts introduced in this lesson.

Process--

- Use the Conceptual Overview at the beginning of Module 2 as a guide for summarization.
- With the students, add the skills and concepts of Lesson 4 to the graph or outline from previous lessons.

Procedure--Build on the outline or graph from previous lessons. The summary should include these points:

- Skills in time management and decision-making are useful for entrepreneurs.
- An individual's business approach can affect his/her goals resolution.

Assignment

Instruct students to bring completed Test It Out structured interview forms to class for use in group presentations in Lesson 5.

Materials for Lesson 4

These materials are included:

- Group Exercise in Business Decision-Making (includes 35 copies of directions, case studies and worksheets)
- Group Exercise in Business Decision-Making Answer Key

The teacher needs to procure these materials:

- chalkboard and chalk
- flip chart and marking pen or chart paper and marking pen

The student needs the following materials:

- pen
- paper

A Group Exercise in Business Decision-Making
Worksheet

Directions

This exercise is designed to help you develop some specific skills in business planning, time management, and decision-making. Follow the instructions carefully--this is a timed exercise.

1. Read all of the directions before you begin.

2. Survey the materials for A Group Exercise in Business Decision-Making, paying close attention to the processes (reading, thinking, discussing, writing) that are involved in each activity. The activities are listed in the box below.

3. With your group, write the process (reading, thinking, discussing, writing) you will use for each activity and the amount of time you will allot to each. You have a total of 25 minutes to complete A Group Exercise in Business Decision-Making.

Activity	Process	Time: (in minutes)
1. directions		
2. survey of materials		
3. case study		
4. worksheet		

Worksheet Answer Key

A Group Exercise in Business Decision-Making

Activity	Process	Time: (in minutes)
1. directions	read	may vary
2. survey of materials	skim	may vary
3. case study	read and think	may vary
4. worksheet	read, think, talk, write	may vary

A Group Exercise in Business Decision-Making
Case Study

Jane is opening a hardware store in her small town. While her town already has a grocery and a general store, the residents have to travel quite a distance to find replacement parts for farm machinery, household appliances and other essential items. Jane is confident that her store would provide these needed products. Since she plans to hire additional help as the business grows, she will be creating job opportunities and contributing to the community's economic well-being.

One important step in opening a business, Jane knows, is to line up expert professional help. Jane has been interviewing accountants, lawyers and insurance agents. She will select the help she wants before the business opens.

On this day, she has scheduled an appointment with the loan officer of a small bank in the next town. Jane wants to borrow money for her initial inventory using her home as collateral. She knows that if she fails to repay the loan, she could lose her house. But without an adequate inventory her business will never get off the ground.

Jane arrives at the bank on time for her appointment and is greeted by the bank's secretary who tells her that the loan officer, Mr. D., is on the telephone. The secretary politely motions Jane to a chair in the bank lobby. About fifteen minutes later the loan officer appears, introduces himself and ushers her into his office.

"Well, young lady," he begins, as she settles into a chair, "how can I be of service to you today?"

Jane, startled by his casual form of address, proceeds to tell the loan officer about her need for start up funds.

"Hmm," he says, smiling at her, and continuing, "are you a married lady or will some of your relatives be helping you with the business?"

Jane replies, "I'm not married and all my relatives live in a distant state. I will be the sole proprietor, managing and operating the business myself until the volume of business requires I hire additional help."

"Going it alone, huh," says the loan officer. "Well, young lady, he repeats, "what do you know about business?"

"Well," says Jane in a very business-like manner, "my father owned and operated a hardware store when I was growing up and I frequently helped him out on weekends."

"Sounds good," he says. "You seem to know something about the business you are going into, but what is your pathway to profit?"

"My what?" asks Jane.

"Your business plan," replies the loan officer.

Jane feels uncertain about how to respond since the other expert professionals she has talked to have not asked her that question, in that way.

"I plan to sell a lot of hardware," says Jane with emphasis, "because I am certain a lot of people in my town need a lot of hardware."

"Have you selected a location and site?" says the loan officer.

"Yes," says Jane.

"Tell me why you think it's a profitable location," he continues.

"Oh," says Jane, "I think a hardware store can locate anywhere in my town and be profitable."

"Have you established a source or vendor for all lines of merchandise you will carry and on what terms?" asks the loan officer. "I am currently working on these issues," says Jane.

The loan officer proceeds to ask a series of questions in rapid fire succession: "Did you determine how much inventory you will need to buy initially? How many customers do you expect in an average week? Will you sell only for cash? If you offer credit will your price have to be higher than if all sales are for cash? If customers do not flock in as you expect, how will you attract them? How can we be certain you will repay any loan we approve?"

Jane responds with a series of "ah," "ah," "ahs."

Jane, feeling very discouraged, is tempted to thank the loan officer for his time and leave the bank.

A Group Exercise in Business Decision-Making
Case Study Worksheet

Complete the following worksheet to solve Jane's problem and be prepared to defend your decision in large-group discussion.

Remember, Jane's goal is to secure funds for a large enough loan to buy inventory for the new hardware store she is starting.

1. State the decision to be made or the problem to be solved.

2. List Jane's possible alternatives or choices and their respective advantages and disadvantages.

Alternative	Advantage	Disadvantage

3. Examine the alternatives (discuss with your group).

4. Consider and list the outcomes or consequences of each alternative.

5. State the alternative(s) that seem(s) best given Jane's goal.

Case Study Worksheet
Answer Key

A Group Exercise in Business Decision-Making

Goal: Jane's goal is to secure a large enough loan from a local bank to buy inventory for a new hardware store she is starting.

1. **State the decision to be made or the problem to be solved.**

   - Jane should pursue the loan at this bank.
   - Jane should find another bank.
   - Jane should prepare herself by developing a plan of action. (The components of a business plan are discussed in Things to Consider Before Starting Your Own Business, Module 3, Lesson 5. The teacher might read that section so the group discussion can be focused on being prepared before contacting a bank for funds. The Case Study allows the students an opportunity to start thinking about how to prepare for life, business events and contingencies.)

2. **List Jane's possible alternatives or choices and their respective advantages and disadvantages.**

Alternative	Advantage	Disadvantage
-Jane gives up the idea of opening a hardware store.		
-Jane tries another bank.	[answers may vary]	
-Jane finds out the answers to the loan officer's questions and makes decisions about what she will do in each case. She then makes another appointment with the bank loan officer.		

3. **Examine the alternatives (discuss with your group).**

   -Group discussion.

4. **Consider and list the outcomes or consequences of each alternative.**

   a. The loan is approved and Jane opens her hardware store.

   b. The loan is rejected and Jane has to look for the money elsewhere.

   c. Jane schedules an appointment with the Chief Loan Officer and discusses the issues with him. She may or may not influence him to loan her the money.

   d. Jane gives up the idea of opening a hardware store and goes back to her previous job.

   e. Jane is offered a line of credit instead of a loan.

5. **State the alternative(s) that seem(s) best given Jane's goal.**

   Answers may vary.

MODULE 3: A CAREER IN BUSINESS--SELECTING A BUSINESS

Module 3: A Career in Business--Selecting a Business
(1 day)

Overview

The students have thus far been exposed to the concepts of business ownership and entrepreneurship, and they have interviewed entrepreneurs in their community. In Module 3, the students are introduced to the basics of business operations and the unique characteristics of four kinds of ventures through the use of factual materials and the combined content of their own interviews.

Approach

A quantity of didactic information is presented in Module 3. The teacher should help students understand and apply this information, but students should not be required or expected to "memorize" the material provided.

Goals

- to acquaint students with basic business operations;
- to acquaint students with types of business ventures and potential advantages and disadvantages of each type;
- to increase students' awareness of functional obstacles to business ownership; and,
- to increase students' recognition of business ownership as a career goal.

Instructional Objectives

Each student will:

- demonstrate an understanding of business operations and selected terminology;
- be able to identify the following types of businesses from his/her reading and interviewing:

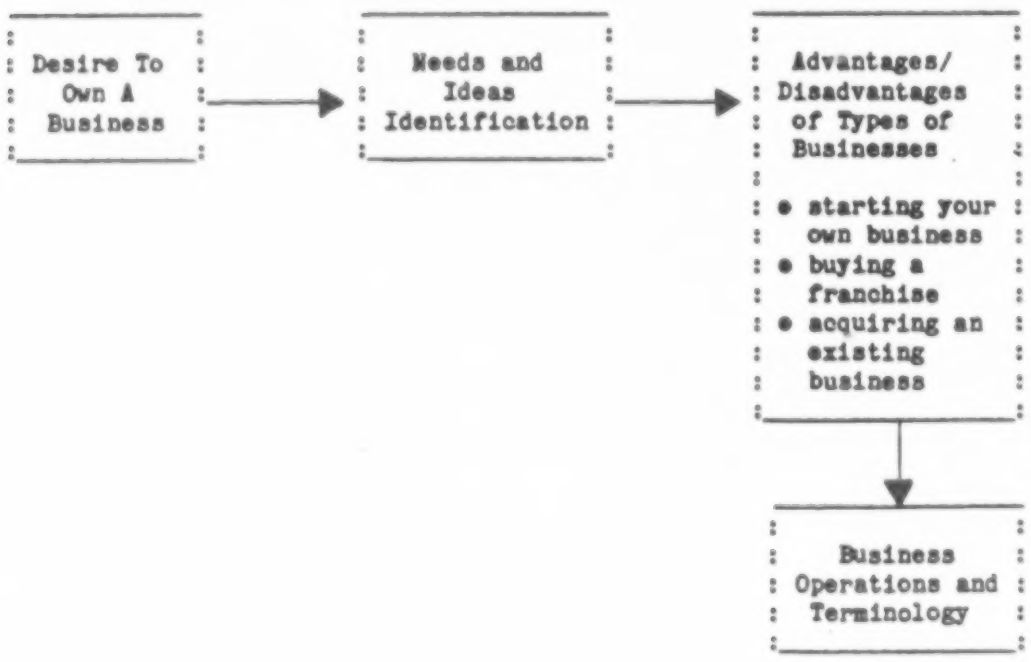
  --sole proprietorship

  --partnership

  --corporation

- identify potential advantages and disadvantages of each type of business listed above;
- identify appropriate resources and expert consultants in the community who offer services to business owners; and,
- apply the information detailed above.

Conceptual Overview


Desire To Own A Business
Needs and Ideas Identification
Advantages/ Disadvantages of Types of Businesses
• starting your own business
• buying a franchise
• acquiring an existing business
Business Operations and Terminology

MODULE 3
LESSON 5

MODULE 3-A CAREER IN BUSINESS: SELECTING A BUSINESS

LESSON 5 - SUMMARY OF ACTIVITIES

Activity	Process	Materials	Time
Resource Development Imple. Guide. p. 121	• Discuss/summarize Network Directory and Things to Consider Before Starting Your Own Business with large group • Encourage students to read information in greater detail at home	• Chalkboard/chalk or flip chart • Network Directory • Things to Consider	15 min.
Real Life People Imple. Guide. p. 121	• In small groups, have students complete the Presentation Outline based on interviews • Have each group present a 3-minute program to the large group	• Chalkboard/chalk or flip chart • Interviews • Presentation Outline	25 min.
Summary Imple. Guide. p. 122	• Summarize day's activities using Conceptual Overview	• Chalkboard/chalk or flip chart	5 min.
Assignment Imple. Guide. p. 122	• Instruct students to read print materials and prepare questions for panelists in Lesson 6	• None	

Implementation Guidelines

Lesson 5

Resource Development (large group)

Purpose--The materials included for resource development will help students to understand the dynamics of business operations and to appreciate the wealth of organizations and networks available to aspiring entrepreneurs.

Process--

- Discuss and summarize the Network Directory and Things to Consider Before Starting Your Own Business with the large group.
- Encourage students to read information in greater detail at home.

Procedure--A cursory review of the Network Directory and Things to Consider Before Starting Your Own Business with students will enable them to successfully complete the presentations about business owners (Real Life People) that make up the next activity. A more thorough reading at home is advised so that students may effectively participate in the panel discussion in Lesson 6 and the game of Ventures in Lessons 7 and 8.

Real-Life People (small group)

Purpose--The Real Life People activity is an opportunity for students to use the information they have gained in the interviews (Test It Out). The preparation and presentation of group summaries of these interviews will further orient students to entrepreneurship and the work lives of different entrepreneurs.

Process--

- In small groups, have students complete the Presentation Outline based on the interviews.
- Have each group present a 3-minute program to the large group.

Procedure--The teacher may choose to group students at random or to group by the organizational structure of the businesses (sole proprietorship, partnership, corporation). Students should present the results of their interviews collectively, in a panel format, or in whatever creative manner (newscast, series of advertisements) they wish.

Summary (large group)

Purpose--The summary will assist students in understanding the new concepts introduced in Lesson 5 as well as in recognizing the relationship of concepts and ideas in previously discussed lessons.

Process--

- Use the Conceptual Overview at the beginning of Module 3 as a guide for summarization.
- With the students, discuss the concepts covered in Lesson 5.

Procedure--Build on the outline or graph from Lessons 1, 2, 3, and 4. Since Lesson 5 is a bridge to the panel discussion in Lesson 6, these points should be summarized:

- Many organizations and agencies are available as resources to aspiring entrepreneurs.
- Entrepreneurs may experience many kinds of successes and overcome many different kinds of obstacles.
- Being well informed about key aspects of starting and running a business is a way to maximize success.
- One way to maximize success is to be well informed about key aspects of starting and running a business.

Assignment

Purpose--The assignment will prepare students to be equal participants in the panel discussion.

Process--

- Instruct students to read print materials and prepare questions for panelists in Lesson 6.

Materials for Lesson 5

These materials are included:

- In student folders (one copy per folder; total of 35):

  --Network Directory

  --Things to Consider Before Starting Your Own Business

- Presentation Outline (6 copies, one per group)

The teacher needs to procure these materials:

- chalkboard and chalk
- flip chart and marking pen or chart paper and marking pen

The student needs the following materials:

- paper
- pen
- completed Test It Out instrument

Network Directory

The Alliance of Female-Owned
Businesses Involved In
Construction
15195 Farmington Road
Livonia, MI 46278

American Association of Community
and Junior Colleges
1 Dupont Circle, N.W., Suite 410
Washington, D.C. 20036
202-293-7050

American Association of State
Colleges and Universities
1 Dupont Circle, N.W.
Washington, D.C. 20036
202-293-7070

American Business Women's
Association
National Headquarters
9100 Ward Parkway
P.O. Box 8728
Kansas City, MO 64114
816-361-6621

American Council on Education
1 Dupont Circle, N.W.
Washington, D.C. 20036
202-833-4700

American Educational Research
Association
1230 17th St. N.W.
Washington, D.C. 20036
202-223-9485

American Entrepreneurs Association
2311 Pontius Avenue
Los Angeles, CA 90046
800-421-7269
800-352-7449 (California)

American Women's Economic
Development Corporation
60 E. 42nd, Room 405
New York, NY 10165
212-692-9100

Association of American Colleges
Project on the Status and
Education of Women
1818 R Street, N.W.
Washington, D.C. 20009
202-387-1300

Babson College
Dr. Jack Hornaday
Wellesley, MA 02157
617-235-1200

Black Enterprise
Periodical
Earl G. Graves Publishing
Company, Inc.
295 Madison Avenue
New York, NY 10017
212-889-8220
Monthly

Business and Professional
Women's Foundation
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036
202-293-1200

Camp Fire
4601 Madison Avenue
Kansas City, MO 64112
800-821-6180

Career World
Periodical
Curriculum Innovations, Inc.
3500 Western Avenue
Highland Park, IL 60035
800-323-5471
312-432-2700
9 issues

Caruth Institute of Owner-
Manager Business
Edwin L. Cox School of
Business
Southern Methodist University
Box 333
Dallas, TX 75275
214-692-3326

Catalyst
Felice N. Schwartz, President
National Headquarters
14 E. 60th Street
New York, NY 10022
212-759-9700

Center for Entrepreneurship
Hankamer School of Business
Baylor University
Mr. Don Sexton
Waco, TX 76798
817-755-1011

Chambers of Commerce
contact through local cities,
municipalities, and counties

Coalition of Women in National
and International Business
P.O. Box 950
Boston, MA 02119
617-739-7388

Directory of Special
Opportunities for Women
Martha Merril Doss, ed.
Garrett Park, MD 20896
301-946-2553

Directory of Women Business
Owners - 1980
Washington, D.C.: U. S. General
Services Administration, 1980
202-472-1932

Directory of Women-Owned
Businesses - 1979-1980
Washington, D.C.: National
Association of Women Business
Owners, 1979
(for Chicago, Boston, Baltimore/
Washington areas)

Enterprising Women: A Business
Monthly
Periodical
Ava Stern, ed.
Artemis Enterprise, Inc.
525 West End Avenue
New York, NY 10024
212-206-7007
11 issues

Entrepreneur Program
School of Business Administration
University of Southern California
Dr. Richard Buskirk
Los Angeles, CA 90007
213-743-2098

The Entrepreneurship Institute
William J. McCrea, Chair
3592 Corporate Drive
Suite 100
Columbus, OH 43229

Equitable Life Assurance Society
of the United States
1285 Avenue of the Americas
New York, NY 10019
212-554-1234

Executive Female
Periodical
National Association of Female
Executives
Huntington Station
Box C 4003
New York, NY 11746
212-371-0740
Bi-monthly

Executive Women International
2188 Highland Drive
Suite 203
Salt Lake City, UT 84106
801-263-3296

Federal Women's Program
U.S. Department of Health and
Human Services
Building 31
9000 Rockville Pike, Room 2B 41
Bethesda, MD 20205
301-245-6634

Federation of Organizations for
Professional Women
2000 P Street, N.W.
Washington, D.C. 20036
202-466-3544

The Guide to the U.S. Department of Commerce for Women Business Owners
Washington, D.C.: Government Printing Office, 1980

In Business
Periodical
J.G. Press, Inc.
18 South 7th Street
Emmaus, PA 18049
215-967-4135
Bimonthly

Inc. Magazine
Periodical
Inc. Publishing Company
38 Commercial Wharf
Boston, MA 02110
617-227-4700
Monthly

International Center for Research in Vocational Education
1960 Kenny Road
Columbus, OH 43210
800-848-4815

Management Associates, Inc.
Ms. Dorothy Miller
4580 Airlie Way
Annandale, VA 22003
703-256-7610

Montgomery County Students Automotive Trades Foundation, Inc.
Montgomery County Students Construction Trades Foundation, Inc.
Montgomery County Students Retail Trades Foundation, Inc.
Dr. Michael Wilson
Edison Career Center
12501 Dalewood Drive
Silver Spring, MD 20906
301-942-3757

Ms. Magazine
Periodical
Ms. Foundation for Education
and Communications
119 West 40th Street
New York, NY 10018
Monthly

National Advisory Council on
Women's Educational Programs
Suite 416
425 Sixteenth St., N.W.
Washington, D.C. 20004
202-376-1038

National Alliance of Homebased
Business Women
P.O. Box 95
Norwood, NJ 07648

National Association for Equal
Opportunity in Higher Education
2243 Wisconsin Avenue, N.W.
Washington, D.C. 20007
202-333-3855

National Association for Female
Executives
123 E. 54th Street, Suite 9C
New York, NY 10022
212-371-0740

National Association of Black
Women Entrepreneurs
P.O. Box 1375
Detroit, MI 48231
313-963-8766

National Association of Negro
Business and Professional
Women's Clubs
1806 New Hampshire Avenue, N.W.
Washington, D.C. 20009
202-483-4206

National Association of State
Directors of Vocational
Education
200 Lamp Post Lane
Camp Hill, PA 17011
717-763-1120

National Association of Women
Business Owners
500 N. Michigan Avenue, Suite 1400
Chicago, IL 60611
312-661-1700

National Association of Women
Deans, Administrators and
Counselors
1028 Connecticut Avenue, N.W.
Washington, D.C. 20036
202-659-9330

National Association of Women
Government Contractors
P. O. Box 5543
Washington, D.C. 20016
202-638-3336

National Business Education
Association
1914 Association Drive
Reston, VA 22091
703-860-8300

National Center for Research
In Vocational Education
1960 Kenny Road
Columbus, OH 43210
800-848-4815

National Commission on Excellence
in Education
1200 19th Street, N.W.
Washington, D.C. 20208
202-254-7920

National Commission on Working
Women
2000 P Street, N.W.
Washington, D.C. 20036
202-872-1782

National Federation of Business
and Professional Women
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036
202-293-1100

National Institute for Work and
Learning
1302 18th Street, N.W.
Suite 501
Washington, D.C. 20036
202-887-6800

National Organization for Women
84 5th Avenue
Room 907
New York, NY 10011
212-807-0721

National Small Business
Association
1604 K Street, N.W.
Washington, D.C. 20006
202-296-7400

National Vocational Guidance
Association
American Personnel and Guidance
Association
2 Skyline Plaza
5203 Leesburg Pike
Suite 400
Falls Church, VA 22041
703-820-4700

Office of Minority Business
Enterprise
U.S. Department of Commerce
Room 5714
Washington, D.C. 20230
202-337-2000

Office of Women Business
Ownership
U. S. Small Business Administration
1441 L Street, N.W.
Washington, D. C. 20416
202-653-8000

Prince George's County Students
Construction Trade Foundation,
Inc.
Mr. John Rogerson
Sasscer Administration Building
14201 School Lane
Upper Marlboro, MD 20772

Savvy Magazine
Periodical
111 Eighth Avenue
New York, NY 10011
212-255-0990
Subscriptions--
Top Box 2495
Boulder, CO 80322
Monthly - $18.00/year

Small Business Development Center
Warren Van Hook
SBDC Director
Howard University
2361 Sherman Avenue, N.W.
Washington, D.C. 20059
202-636-7187

U.S. Small Business Administration
Washington District Office
1111 18th Street, N.W., 6th Floor
Washington, D.C. 20417
202-634-4950

U.S. Small Business Administration
Central Office
1441 L Street, N.W., Suite 602
Washington, D.C. 20416
202-655-4000

Venture
Periodical
Christian Service Brigade
380 South Schmale Road
Wheaton, IL 60187
312-665-0630
8 issues

Wider Opportunities for Women
1325 G Street, N.W.
Washington, D.C. 20005
202-638-3143

Women At Work: An ILO Newsbulletin
Periodical
International Labor Office
Geneva, Switzerland
3 issues

Women Entrepreneurs
3061 Fillmore Street
San Francisco, CA 94123
415-929-0129

Women-In-Business Programs in the Federal Government
U.S. Congress
Senate Select Committee on Small Business
Washington, D.C.: Government Printing Office, 1980

Women-Owned Business Directory - 1983-1984
Pittsburgh: Gulf Oil Corporation, 1983

Women-Owned Businesses
U.S. Bureau of the Census
Washington, D.C.: U.S. Department of Commerce, 1984

Women's Bureau
U.S. Department of Labor
200 Constitution Avenue, N.W.
Room 53002
Washington, D.C. 20210
202-523-6611

Women's Business and Resource Directory - 1982-1983
Maine: Women's Development Program

Women's Educational Equity Act Publishing Center
U. S. Department of Education
Education Development Center, Inc.
55 Chapel Street, Suite 201
Newton, MA 02160
800-638-3143

Women's Educational Equity Action Program
U.S. Department of Education
400 Maryland Avenue, S.W.
Room 2031
Washington, D.C. 20202
202-245-2181

110

Working Woman
Periodical
Kate Lloyd Rand, ed.
Hal Publications, Inc.
342 Madison Avenue
New York, NY 10173
212-309-9800
Subscriptions--
P. O. Box 10132
Des Moines, IA 50340
Monthly

Legislation that Affects Small Businesses

EXECUTIVE ORDER 11246 (President Carter, 1977)	provides equal opportunities for women and minorities to get business from the government, credit and financial assistance
FEDERAL AGENCIES	ADMINISTER LAWS IN THESE AREAS:
• Department of Labor	laws about wages, civil rights and equal employment opportunities
• Environmental Protection Agency	laws about pollution standards
• Internal Revenue Service	tax laws
• Office of Safety and Health Administration	health and safety regulations
• Food and Drug Administration	food and drug laws
• Federal Trade Commission	laws about advertising
• Office of Consumer Affairs	laws that protect consumers
• Interstate Commerce Commission	laws governing goods and products that are transported across state lines
STATE REGULATIONS	taxes (sales); civil rights; consumer protection; fair trade
LOCAL REGULATIONS	licenses; zoning laws; taxes; building permits; health inspection; fire inspections; trash service; advertising (e.g., billboards)

Things To Consider Before Starting Your Own Business

1. Determine If You Want to Own a Business

The first question to consider before starting your own business is: Do I want to own my own business? While the idea of self-employment and being your own boss seems appealing, there are many advantages and disadvantages to initiating your own business. Are you willing to work up to 14 hours per day, 7 days per week? Be committed to your work? Recognize failure? Once all aspects of business ownership have been carefully analyzed and thoroughly pondered, and a decision regarding self-employment has been reached, particular details surrounding the business can be considered.

2. Define the Type of Business

The first question to consider before you start your own business is: In what business do I really want to be? At first reading, this question might sound silly. But, some owner-managers go bankrupt and others waste their savings because they have not carefully considered this question.

Look at an example. Ms. Smith on the east coast maintained a dock and sold and rented boats. She thought she was in the marina business. But when she got into trouble and asked for outside help, she learned that she was not necessarily in the marina business at all. In reality, she was in several businesses. She was in the restaurant business with a dockside cafe that served boating parties; she was in the real estate business, buying and selling lots up and down the coast; and she was in the boat repair business, buying parts and calling in a mechanic as the demand arose.

The fact was that Ms. Smith was trying to be "all things to all people." She was fragmenting her slim resources. Before she could make a profit and a return on her investment, Ms. Smith had to decide in what business she really was and concentrate on it. After much study, she realized that her primary interest was in the marina so she let the other businesses go.

Decide in what business you want to be. Describe the product or service and select your target market. To help you decide, think of the answers to questions such as: What and who are my competition? What will I try to do better or differently than my competitors? From whom do I expect to purchase this product or service?

3. **Select Professional Help**

Most entrepreneurs rely on the help and advice of professionals who are experts in four areas: accounting, banking, insurance, and law. Even before your business opens, you will have questions for these professionals, so it is important to consult other business owners, check directories of licensed professionals in each area, and interview until you find expert help that you can trust. Then you will know that you can get legally sound and accurate information every time you need it.

Accountant

- sets up profit and expense books;
- helps you decide how much you can afford to pay for rent, utilities, inventory, salaries, and other overhead items;
- advises you about where to cut expenses if your cash flow is too low; and,
- helps you find investors if you need to raise money (capital).

Banker

- sets up an account for your business;
- arranges for loans if you need them; and,
- helps you establish a credit rating so you can order merchandise and supplies.

Insurance Agent

- insures your establishment and merchandise against burglary, fire, flooding, etc.;
- insures your establishment against suits from customers because of injury on your premises or dissatisfaction (liability);
- insures you and your employees against suits from customers: and,
- advises you about purchasing insurance for medical care.

Attorney

- advises you about interstate commerce regulations (if you transport merchandise over state lines);
- advises you about health and safety regulations regarding the location and condition of your business;

- advises you about health code regulations (if you sell food items);
- advises you about legal working conditions for employees;
- represents you if you are sued by suppliers or customers;
- advises you about trademarks or copyrights;
- reviews the contracts for your lease or purchase of a location and merchandise;
- writes contracts for hiring employees to work in, clean, and maintain your business as well as for binding the firm; and,
- advises you before signing contracts to purchase goods or services.

4. **Determine the Location and Site Sales Potential**

Many businesses, especially retail outlets and services, depend on location to increase sales volume. Once you have determined the type of business you want to start, the following questions should help you work through the problem of selecting a profitable location.

- In what part of the city or town will you locate:

  --in the downtown business section?

  --in the area right next to the downtown business section?

  --in the residential section of the town?

  --on the highway outside of town?

  --in the suburbs?

  --in a suburban shopping center?

- Why is this a good choice? Think about your kind of business and your target market.

Once you have selected a location, you must select a site by determining the competition in the area you have picked.

- How many similar businesses are in the area?
- Do they appear to be prosperous?
- How many look as if they are just getting by?
- How many similar stores went out of business in the area last year?

- What price line does the competition carry?
- Which businesses in the area will be your biggest competition?
- What will you offer to beat your competition?

When you find the building or site in the area, determine if it is appropriate given the business products or services as well as the wants, desires and needs of customers you wish to attract. If the site is not appropriate you will have trouble attracting customers.

When you find a building that seems to be what you need, consider the following questions:

- Is the neighborhood starting to become run down?
- Is the neighborhood new and on the way up?
- Are any super highways or throughways planned for the neighborhood?
- Is street traffic heavy all day?
- Do the pedestrians who pass the building look as though they might be prospects for your store?
- How close is the building to the bus line or other public transportation?
- Are there adequate parking facilities convenient to the building?
- Are the sidewalks in good repair?
- Is the street lighting good?
- Is the parking lot well-lighted if you are open at night?
- What is the occupancy history of this store building? Does the building have a reputation for failures (that is, stores opening and closing after a short time)?
- If the building has housed several failures in recent years, can you find out why they failed? Was it the location, excessive rent, or some other factor?
- What rent will you have to pay each month?
- What is the physical condition of the store?
- What services, if any, does the landlord/lady provide?

Look at an example: Ms. Cory, on the west coast, maintained a movie theater. She started with money from an inheritance, but she got into financial difficulty because of too few customers. When she asked for outside help she learned that few movie goers were attending her theater because:

- the theater building was not close to a bus line or other public transportation;
- the street lighting was poor;
- there were no parking facilities convenient to the building;
- the building was in a commercial area with few residences close by;
- the side walks were not in good repair; and,
- the physical condition of the theater was poor.

Ms. Cory did not do her "homework" by determining the best site location given the service she was selling and the location of the customers she needed. She solved the problem by asking her banker to recommend three people who, in the banker's opinion, knew the most about locations in her line of business. She contacted those people, weighed their advice, and selected what she considered the best location and site given her business needs.

5. **Attract Customers**

When you have the location and site in mind you must think about how you will attract customers. To do that, consider:

- What <u>image</u> do you want customers to have of your business?
- What <u>prices</u> will you charge and how do they compare with the competition?
- What <u>services</u> will you provide to your customers and how do they compare with the competition?

When you have decided on image, prices and services you will provide, you are ready to tell prospective customers why they should do business with you through:

- advertising your strong points to prospective customers; and,
- running in-business sales promotions to encourage people to buy your product or service.

Look at an example: Ms. Kelly maintained a computer products store in a suburban shopping mall in a midwestern city. Most of the users of her products were located in the central city. She had selected a suburban site because the overhead was more reasonable than in the central city, and this allowed her to set her prices lower than those of her competition. She advertised her products in the largest metropolitan paper but made no mention of price. This mistake meant that potential customers did not know they could get items at her store for less money than in the central city store. Ms. Kelly did not make use of the best feature of her business to attract customers. She discovered her error and made changes when she compared her advertisement to those of the competition.

6. **Buy Stock**

In buying merchandise or stock, you need to answer questions such as:

- How much stock do I need?
- Who sells the line to retailers? Is it sold directly by the manufacturer? Through jobbers? Through wholesalers?
- What delivery dates can I get?
- How quickly can the vendor fill orders?
- What are the vendors' terms of sale? When must payment be made?
- Can I establish terms of credit with the vendor?
- If I plan to carry more than one line of merchandise, how many sources of supply should I have before I open for business?

7. **Prepare Behind-The-Scenes Work**

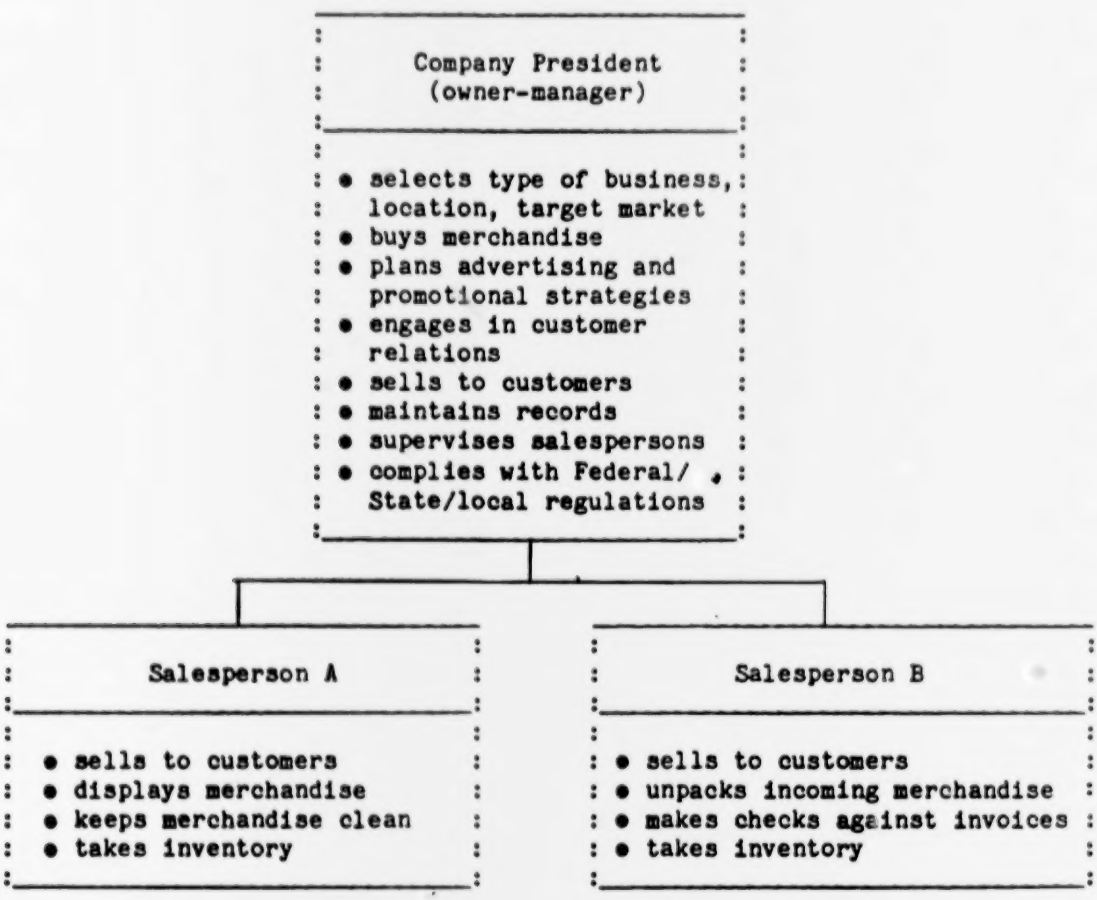
Behind-the-scenes work, especially in retail businesses, consists of receiving merchandise, preparing it for display, maintaining display counters and shelves, and keeping the store clean and attractive to customers. In preparing for behind-the-scenes work, you need to answer questions such as:

- What kind and how many display counters and shelves do I need?
- How will merchandise be displayed?
- How much storage space do I need?
- Does the building provide janitorial services or must I hire janitorial help?

8. Get the Work Done

Organization is needed if your business is to produce what you expect it to produce, namely profitable sales dollars. Organization is essential because you as the owner-manager cannot do all the work. You have to delegate work, responsibility, and authority. A helpful tool in getting this done is the organization chart. It shows, at a glance, who is responsible for the major activities of a business.

Look at an example: An organization chart for a small retail store reflects the fact that the owner-manager does most of the managing work him/herself. If your store is run by yourself and two salespeople, the chart should show what you expect each of them to do. It could look like this:



In training employees, you may want to emphasize that in a small business, everyone has to pitch in and get the job done. Customers are not interested in job descriptions, but they are interested in being served promptly. Nothing is more frustrating to a customer than being ignored by an employee.

9. **Determine the Amount of Money You Need to Be Your Own Boss**

At this point, take some time to think about what points 1-8 above mean in terms of dollars. After your initial capital investment, the principal source of money is sales. What sales volume do you expect to do in the next 12 months? Write your answer here: $_____.

If you are starting a new business, list the following estimated start-up-costs:

Fixtures and equipment	$ _____
Lease equipment	$ _____
Rent	$ _____
Starting inventory	$ _____
Decorating and remodeling	$ _____
Installation of equipment	$ _____
Deposits for utilities	$ _____
Legal and professional fees	$ _____
Licenses and permits	$ _____
Advertising/marketing/promotion	$ _____
Accounts receivable	$ _____
Operating cash	$ _____
Insurance	$ _____
Cash revenue	$ _____
Delivery expense	$ _____
Supplies	$ _____
Telephone	$ _____
Salaries	$ _____
Taxes	$ _____
Total	$ _____

Now you know what you need to go into business; you have established a **Business Plan.**

Student Handout
(1 copy per group)

Presentation Outline Worksheet

1. Names and titles of business owners:

2. Name and purpose of each business:

3. Products or services:

4. Types of businesses (organizational structure):

5. Kinds of daily activities associated with each business:

6. Methods business owners use to attract customers:

7. Ways in which high school students can prepare for business ownership:

8. Advice from business owners to young people who might want to start a business and how they can prepare themselves:

9. Methods high school students can use to learn more about business ownership:

Module 4: The Real World of Business--Real People
(1 day)

Overview

The goal of Module 4 is to expose students to successful entrepreneurs who may serve as models or contacts for them in the world of business.

Approach

The teacher will want to carefully plan the composition of the panel for this module. Both women and men should participate and steps should be taken to ensure that the panel is culturally and ethnically diverse. Panelists may be selected from the teacher's acquaintances, from the business owners interviewed by students, or by consulting local branches or chapters of organizations such as the National Association of Women Business Owners, Chambers of Commerce, and SCORE and ACE representatives from the Small Business Administration. The Network Directory may also provide you with additional resources. Business owners who can prepare a lively and informative presentation should be invited to participate.

Equipment and videotaping of the panel (if appropriate equipment and supplies are readily available) is an optional activity that could be added to this approach. If this method is used, the students could create a movie on entrepreneurship which could be kept in the school library for future viewing, or used as a peer teaching tool where the current students in this program would make a presentation to students in other classes.

Goals

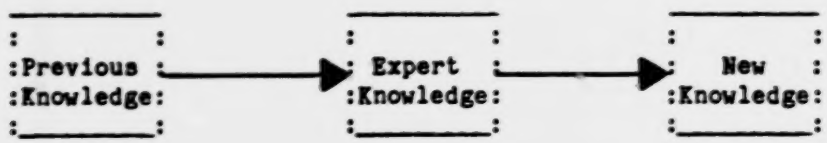
- to introduce students to successful models in entrepreneurship; and,
- to offer students an opportunity to network in the community.

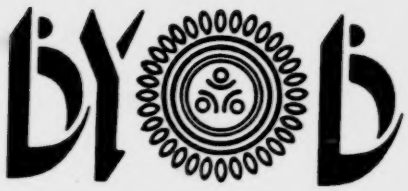
Instructional Objectives

Each student will demonstrate an ability to:

- employ knowledge of entrepreneurship in dialogue with community business persons; and,
- gain knowledge through interviewing experts in the field of entrepreneurship.

Conceptual Overview





MODULE 4

LESSON 6

LESSON 6 - SUMMARY OF ACTIVITIES

Activity	Process	Materials	Time
Panel Discussion Imple. Guide. p. 157	• The teacher should have arranged panel speakers through interviews completed by students, SBA, SCORE, ACE, NAWBO members, Chambers of Commerce, or local networks	• Chalkboard/chalk or flip chart	40 min.
	• Each of the 4 panelists will provide a brief presentation (5 minutes) to the large group	• Videotaping equipment and supplies (if available)	20 min.
	• Students will pose questions to panelists based on lists generated in homework from Lesson 5 and on the content of the presentations		20 min.
Summary Imple. Guide. p. 158	• Summarize day's activities		5 min.

Implementation Guidelines

Lesson 6

Panel Discussion (large group)

Purpose--The panel discussion will enable students to share questions and ideas about entrepreneurship with experts and with their classmates. For some students, this may result in an opportunity to network in the community.

Process--

- Arrange for panel speakers through business owners interviewed by students, SBA, SCORE, ACE, National Association of Women Business Owners members, Chambers of Commerce and/or local organizations and networks.

- Inform each panelist that he/she will provide a brief (5 minute) presentation to the large group.

- Have students pose questions to panelists based on lists generated from the homework assignment in Lesson 5 and on the content of the presentations.

Procedure--In order for the panel discussion to go smoothly, the following preparations should be made in advance:

- Panelists should be invited to participate as far in advance of the panel date as possible.

- The teacher should ask for the following biographical information and share this information with the class prior to the panel date:

  --name of panelist

  --name of business

  --product or service provided

- The panelists should be informed of the date and time of the panel discussion and each should be asked to speak for 5 minutes about:

  --his/her business

  --what he/she would have liked to know before starting a business

--his/her greatest obstacle and how it was overcome

--his/her greatest reward from business ownership

- The panelists should be informed that the discussion period following the panel presentations may include questions about business operations as well as questions pertaining to the content of the presentations (if videotaping is planned they should also be informed of this).

- Students should be informed of the correct procedure for a panel discussion including:

  --not interrupting during the panel presentations

  --addressing questions to individuals or the panel during the discussion

  --speaking only when recognized by the moderator (a teacher or a student)

  --remaining seated until the panel has been thanked even if the dismissal bell should ring

- Students should be selected before or after the panel discussion to write letters of thanks to each panelist.

On the day of the panel, student representatives should be in the school office to greet and escort each panelist to the classroom. When the panelists have arrived, they should be briefly introduced to the class by their escorts. The moderator should then indicate to each panelist where he/she is to sit.

The panel begins with a review of the procedure (5 minutes of presentation by each speaker followed by 20 minutes of discussion). Each panelist is then invited to speak in turn. It is appropriate and probably advisable to ask students to hold applause until the end of all the presentations. The moderator conducts the discussion portion, concluding in time for the class summary. Panelists are thanked and the escorts guide them back to the office at the end of the class period.

Summary (large group)

Purpose--The summary will assist students in understanding new concepts introduced in Lesson 6 as well as recognizing the relationship of concepts and ideas in previously discussed lessons.

Process--

- Use the Conceptual Overview at the beginning of Module 4 as a guide for summarization.

- With the students, discuss the concepts covered in Lesson 6.

Procedure--Key points from the panel discussion should be listed in the summary.

The teacher will wish to have students select key points from the panel discussion for the daily summary.

Materials for Lesson 6

The teacher needs to procure these materials/resources:

- four (4) or five (5) panelists who agree to speak on the topic of entrepreneurship at the time the class meets
- chalkboard and chalk
- flip chart and marking pen or chart paper and marking pen
- videotaping equipment and supplies (if readily available)

The student needs the following materials:

- list of questions for panelists
- paper
- pen

MODULE 5: THE GAME OF VENTURES

Module 5: Business Operations--The Game of Ventures
(2 days)

Overview

Ventures is a team game that targets reading skills, negotiating skills, planning and organizing skills, small group process, and the context areas of the Be Your Own Boss curriculum. As an instructional tool, Ventures incorporates both the context and the experiential objectives of the curriculum in a "game" format.

Approach

The teacher should present Ventures as a strategy-type game which will help students tie together the things they have learned thus far in the curriculum. Students should be encouraged to use their notes and the printed handout materials to play Ventures.

Goals

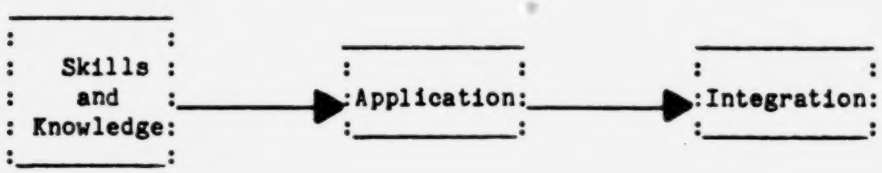
- to acquaint students with the functional aspects of starting and operating a business; and,
- to afford students an opportunity to integrate and apply knowledge about entrepreneurship while using some necessary entrepreneurial skills.

Instructional Objectives

Each student will demonstrate an ability to:

- effectively participate as a team member in the game of Ventures;
- use acquired knowledge and class notes to solve problems related to business operations; and,
- use necessary entrepreneurial skills--planning, decision-making, risk-taking, time management--to solve problems.

Conceptual Overview



MODULE 5

LESSON 7

MODULE 5 - BUSINESS OPERATIONS: THE GAME OF VENTURES

LESSON 7 - SUMMARY OF ACTIVITIES

Activity	Process	Materials	Time
The Game of Ventures	• Introduce the game of Ventures to large group	• Chalkboard/chalk or flip chart	10 min.
Part I	• Assist students to break into groups of 5-6 people each	• Game of Ventures	
Imple. Guide. p.171	• Time first part of game and sign off on Plan Your Venture section of the gameboard		
Part II	• Distribute Assets and Obstacles decks and allow students to begin playing Part II		30 min.
Imple. Guide. p. 171	• Serve as an expert resource for the Assets and Obstacles part of the game, collecting the "fee" when advice is sought		
	• Gather each team's game board and cards and place in a separate folder or envelope so that the game can be continued in Lesson 8		5 min.

Implementation Guidelines

Lesson 7

The Game of Ventures--Part I (small group)

Purpose--The game of Ventures concludes the Be Your Own Boss curriculum by helping students to consolidate knowledge of business operations and skills of entrepreneurs. Students will be using the information presented in the first 6 lessons in a "game" situation that calls for decision-making, risk-taking, time management, and small group process skills.

Process--

- Introduce the game of Ventures to the large group.
- Break students into six groups of 5 to 6 each.
- Distribute one gameboard to each group and sign off on the Plan Your Venture section on the gameboard (5 minutes).
- Distribute Assets and Obstacles decks and allow students to begin playing Part II.
- Serve as an expert resource for the Assets and Obstacles part of the game, collecting the "fee" when advice is sought.
- At the end of 30 minutes, gather each team's gameboard and cards into a separate folder or envelope so that the game can be continued in Lesson 8.

Procedure--Directions for playing Ventures are included in the Ventures Rule Booklet. It is suggested that the teacher reads the Rule Booklet before continuing to read this description.

The teacher will want to prepare the game as follows:

For Most Classes: Each team receives a gameboard and in Part II, Assets and Obstacles, a deck of obstacle, asset, and venture capital note cards. The obstacles and assets for each set can be matched into 18 categories which are listed on the Activity Answer Key. Some negotiation will be necessary among teams to make the best possible match, or venture capital notes can be used as wild cards to make matches.

For Talented Classes: The asset cards in Part II, Assets and Obstacles, can be shuffled and dealt out 18 to a team; as a result, considerable negotiation among teams will be necessary. Obstacles are not dealt in this manner; each set of obstacles stays with the gameboard of the same number. This means that each team will have to think about each obstacle category.

For Basic Level Classes: Remove obstacles and assets with the following digits:

Obstacles	Assets
011 to 016	A-1 to A-17
051 to 056	A-24 to A-104
061 to 066	A-31 to A-99
081 to 116	A-45 to A-65
141 to 146	A-79 to A-84

This reduces the amount of organizing and negotiating necessary to complete the game.

Materials for Lesson 7

The following materials are included:

- The game of Ventures

  --Ventures gameboard (1 copy each for 6 teams; total of 6)

  --Assets and Obstacles cards (18 cards each for 6 teams; total of 108 assets and 108 obstacles)

  --Venture Capital Notes (5 cards each for 6 teams; total of 30)

  --Ventures Rule Booklets (1 copy each for 6 teams; total of 6)

  --List of Information on Assets and Obstacles and Venture Capital Note Decks

  --grease pencils (1 each for 6 teams; total of 6)

The teacher will need to procure these materials:

- chalkboard and chalk
- flip chart and marking pen or chart paper and marking pen

The student needs the following materials:

- classroom notes
- printed handout materials

Student Handout
(1 copy per group)

The Game of Ventures

Rule Booklet

Rules for Playing

Ventures is a strategy game about entrepreneurship for 6 teams of 5 to 6 players each.

1. **Object**

   The object of the game is to accumulate a total of 30 points in one hour of playing time.

2. **Equipment**

   The equipment consists of a Ventures gameboard, one grease pencil, and a deck of cards for each team. Each deck of cards includes:

   - 18 obstacle cards (red)
   - 18 asset cards (blue)
   - 5 venture capital notes (green)

   Obstacle cards: These cards cannot be exchanged with any other team during the game.

   Asset cards: These cards can be exchanged for other assets if both teams involved in the "deal" agree to the exchange.

   Venture Capital Notes cards: These cards are "wild." They may be used in place of any asset card, to purchase expert help from the teacher at the rate of $10,000 per purchase, or to get extra points at the end of the game.

   Each obstacle, asset or venture capital note card may be used only <u>once</u> in the game.

3. **Preparation**

   Teams have 2 minutes to:

   - complete Part I, list of Entrepreneurs, on the Ventures gameboard;
   - have the leader sign this part; and,
   - collect a set of deck cards.

4. **The Play**

a. Each team has 45 minutes to complete Part II, Assets and Obstacles on the Ventures gameboard by:

- matching an obstacle to a logical asset or to a venture capital note;
- recording the number of the obstacle and the matching asset or venture capital note card onto the Ventures gameboard; and,
- turning the matched cards in to the leader.

b. When time is called, each team sends one team member to score Part II, Assets and Obstacles, using the Teacher's Activity Answer Key. Each correct match is worth one point. For each unmatched obstacle, one point is deducted.

c. The score is entered on Part IV, Ventures Gameboard, and play resumes with Part III, Venture into Business. Each team has 10 minutes to plan a business by filling in each blank on Part III. Class notes may be used.

d. When time is called, each team has 10 minutes to "share" its business plan with the teacher and the large group. Each correctly filled space in Part III, Venture into Business, is worth one point. Points are tallied and entered in the correct space on the gameboard.

5. **Scoring**

Total points are computed by adding the Part II Total, the Part III Total, and one point for each remaining venture capital note. This will result in a GRAND TOTAL.

6. **Winning the Game**

The highest possible number of points is 30. Any team with 30 points or the team with the most points wins.

EXAMPLE

VENTURES

PLAN YOUR VENTURE

LIST OF ENTREPRENEURS:

_____

_____

_____

_____

_____

_____

_____

SIGNATURE:

_____

Now, collect a deck of Assets, Obstacles, and Venture Capital Notes.

ASSETS AND OBSTACLES

Match assets or venture capital notes to obstacles. Record numbers. Then turn in matched cards.

OBSTACLE NO.	ASSETS OR VENTURE CAPITAL NOTES

Now, check the Answer Key and enter your score in Part IV.

VENTURE INTO BUSINESS

1. Product or Service for Sale

_____

2. Organizational Structure

_____

3. Locations

_____

4. Target Market

_____

5. Distribution Method

_____

6. Example of Appropriate Promotion Technique

_____

7. Example of Appropriate Network

_____

Now, check your answers with the large group and complete IV.

IV VENTURES SCOREBOARD

PART II

a. Total Correct Matches (1 point each) ____

b. Total Remaining Obstacles (1 point each) ____

c. Subtract b from a ____

PART II Total ( )

PART III

d. Total Correct Answers (1 point each) ____

e. Total Remaining Venture Capital Notes (1 point each) ____

f. Add d and e ____

PART III Total ( )

g. Add c and f ▼

GRAND TOTAL ( )

List of Information on Asset and Obstacle Decks

Obstacles	Assets
Values	
011	A-1
A friend is opening a business and would like you to be a partner in it. You like the idea of business ownership, but your friend is opening a florist shop and you are allergic to some kinds of flowers. What should you consider?	Consider how much effort you would put into a business you didn't enjoy.
012	A-2
You have been the general manager of a large department store. The store owner is not interested in your promotion or management ideas and just wants you to follow orders. You feel as if your talents are being wasted. What should you consider?	Consider using your abilities and opening your own business.
013	A-3
You and your partner are opening a consulting firm for business owners who want to computerize their operations. One of you will be on the road much of the time seeing clients. The other will be managing the office workers and creating data systems. You aren't sure which role you want. What should you consider?	Consider which job environment suits you best.
014	A-4
You and your partner own a popular catering establishment. Your partner is sometimes willing to skimp on ingredients in order to make more money. You believe that your reputation is built on the quality of each meal you cater. Some decision must be made. What should you consider?	Consider your own values.

Obstacles	Assets
Values	
015	A-5
You would like to start a business and there seem to be many opportunities. One possibility is to buy a fast food franchise; another is to open a roller rink. What should you consider in making your choice?	Consider the best use of your abilities and the needs of the marketplace.
016	A-6
You want to become an entrepreneur. You like the idea of helping people so you have considered opening a training school for nannies. However, you really know nothing about children. What should you consider in making your choice?	Consider your values and abilities.
Decision-Making	
021	A-7
You know that there is no reliable shoe repair shop anywhere in your part of town. You are a good shoe repairer and would like to be an entrepreneur but you are not sure you'll do well. What is the next step to take?	Study the situation and take a risk.
022	A-8
You can either hire more employees or take a partner to help in your growing jewelry business. You have to make a decision because you can't handle the volume of business alone. What is the next step to take?	Study the alternatives and pick a course of action.
023	A-9
You realize that your skills and knowledge would make you successful as an advertising agent or a free-lance writer. You are not sure what course of action to follow. What is the next step to take?	Consult experts to get more information about the advantages and disadvantages of each alternative.

Obstacles	Assets
Decision-Making	
024	A-10
Your tree farm is doing well and you have the opportunity to expand into the landscaping business or the building business. You aren't sure what to do. How can you begin to make a decision?	Decide what the advantages and disadvantages of each alternative are.
025	A-11
Your market research firm is very profitable. You are getting bored, however, and you aren't sure what to do. How can you begin to make a decision?	Begin by listing the alternatives.
026	A-12
You have been the owner of a pet store for several years. Recently you have decided to open a second store which will specialize in rare birds and fish. What's the next step to take in order to make this happen?	Decide on a plan of action.
Training and Education	
031	A-13
You have been the owner of a car repair shop for many years. You would like to be able to do more of your own bookkeeping and accounting but you don't know enough about it. What action could you take?	Take some courses in these areas.
032	A-14
You have the opportunity to become a partner in a small business but you know that you won't be able to go very far with the skills you have now. What action could you take?	Get more education.

Obstacles	Assets
Training and Education	
033 You know that you want to be an entrepreneur when you finish school. You are determined to be well prepared. What action could you take?	A-15 Find out what courses will give you the skills you need.
034 Your days are busy with the responsibilities of owning and operating a construction firm. But you realize that you could market your business more successfully if you had training in public relations. What steps could you take?	A-16 Find out where you can take courses at night.
035 You have been operating your chimney cleaning business alone for several years. You are ready to expand by hiring and training several employees. However, you realize that you know nothing about management skills. What steps can you take?	A-17 Register for a good seminar or course in management and read relevant literature.
036 You have decided that being your own boss is your career goal. You would like to open a bicycle store because you like bikes and biking, but you know absolutely nothing about owning and operating a business. What steps can you take?	A-18 Consult your Chamber of Commerce or Small Business Administration for advice about getting the information and training you need.

Obstacles	Assets
Time Management Techniques	
041	A-19
You own a small store which sells rare and unusual herbs, spices and grains. You feel that you spend too much of your time managing your advertising campaign. What steps could you take to solve this problem?	Prioritize your activities.
042	A-20
You have just opened a gallery where craft items and artwork are sold on consignment. You do not have enough money to hire any employees. Every night you arrive home later and more tired. Yet the work never seems to be finished. What step could you take to begin to solve this problem?	Make a list of what you do each day and for how long.
043	A-21
Your dry cleaning business is running well because you are always there to oversee the operation. However, everything at home is being neglected, and your friends complain about never seeing you. What steps could you take to solve this problem?	Delegate some responsibility to others.
044	A-22
You own a small grocery where you sell food items and household necessities. Recently, you added a shopping and delivery service. Profits from this service are small, but a great deal of time is spent providing the service and other areas of your business are being neglected. What step could you take to solve this problem?	Reallocate/examine staff and resources.

Obstacles	Assets
Time Management Techniques	
045	A-23
You raise fruits and vegetables which you sell from your roadside stand in the spring, summer and fall. Because you were busy with other things, your stand was not repaired or repainted before you opened it for the spring season. As a result, your business is suffering. What step could you have taken to solve this problem?	Prioritize your activities.
046	A-24
You have just opened a florist shop and the business is already a success. However, two or three days a week, delighted family members stop by to congratulate you and stay for the afternoon. It is fun to have someone there, but you see that you are not getting your work done. What step could you take to solve this problem?	Prioritize your activities and be assertive.
Models/Mentors	
051	A-25
You want to open a consulting firm which will specialize in employer-employee contract negotiations. You are being encouraged by the president of a large computer company. How can you get a start?	Negotiate a contract with the president of the computer company.
052	A-26
Your mother's close friend has been the owner of a temporary clerical placement agency for as long as your can remember. Her work and lifestyle are very appealing to you and you are considering starting a similar business. How can you get a start?	Learn all you can from your mother's friend.

Obstacles	Assets
Models/Mentors	
053	A-27
You would like to start your own business. Your father's boss is the owner of a computer software company. He has befriended and encouraged you. He has also told you that his greatest mistake was in not taking enough accounting courses in college and he advises you to take accounting courses. What step could you take?	Follow the advice of a mentor.
054	A-28
You have always admired a neighbor who's a business owner. You are planning to open a business when you finish school, but you aren't sure how business owners spend their time and what they need to know. What step could you take?	Ask an entrepreneur you know if you could "shadow" him/her for a week during a school vacation.
055	A-29
You are the owner of a tailoring shop. You have been encouraged in this business by the owner of a fashionable menswear store. This person sends you all of his alterations work, but you need a larger market to become profitable. What step could you take?	Ask present customers for references to other owners of menswear stores.
056	A-30
You are an art dealer who has encouraged a talented young friend to open an art and frame store. The friend has potential, but she has few clients. You have many customers who want to have things framed. What step could you take?	Assist the friend by referring clients to her.

Obstacles	Assets
Accounting	
061	A-31
You have been operating a very successful business repairing chipped sinks and bathtubs. Your office is in your home, but you are beginning to need more space. You would like to rent an office, but you don't know how much rent you can afford to pay without losing money. Whom should you consult?	Consult an accountant.
062	A-32
Your specialty foods business has been losing money for several months. You hate to dissolve the business, but you aren't sure where you can cut down on overhead to stay open. Whom should you consult?	Consult your accountant.
063	A-33
You have kept careful books over the past year for your training and management firm. However, before you file your taxes, you want to have the books checked to be sure they are accurate. Whom should you consult?	Consult your accountant.
064	A-34
You own a bakery and sandwich shop in an area of town where there is a lot of business. Your business volume is good, but your profit margin is very low. You wonder how much you could raise prices and how much more profit you would make from doing this. Whom should you consult?	Consult an accountant.

Obstacles	Assets
Accounting	
065	A-35
You want to open an hotel which will provide conference facilities and lodgings for business conventions. You have all the right ideas but no money to invest. You wonder how to find investors to put up the cash you need. Whom should you consult?	Consult your accountant.
066	A-36
The employees at your printing shop are cheerful and helpful, and you know that this is one reason why your business is so successful. You would like to raise their salaries, but you aren't sure how much more you can afford to pay them. What steps can you take?	Review your income, expenses, and profit records, and consult your accountant.
Bankers/Capital	
071	A-37
Your documentary film company has a grant to do an educational film about 20th century nomads. The grant is a small one and your cash flow situation is not good. You need some working capital. Whom could you consult?	Consult your banker.
072	A-38
Your oil company is profitable and you want to add to your fleet of delivery trucks. However, you don't have enough money. Whom could you consult?	Consult bank personnel or people with money to invest.
073	A-39
You have a good business plan and the necessary skills to do well as the owner of a private school. However, you don't have enough capital. What step could you take?	Find a "silent" partner with money to invest.

Obstacles	Assets
Bankers/Capital	
074	A-40
You are the sole-proprietor of a profitable piano manufacturing company, but you could do better if you had the money to buy some expensive equipment. What step could you take?	Go to the bank and apply for a loan.
075	A-41
The appearance of your wallpaper store would be greatly improved by a coat of paint. The painters want to be paid their whole fee at once, and you just don't have the money right now. Whom could you consult?	Consult your banker about a loan.
076	A-42
You own several small pieces of property in the downtown business area of your city. You would like to purchase an old office building, renovate it and rent out space. However, you don't have the capital for the down payment on the building. What step could you take?	Raise capital by selling your other less profitable properties.
Insurance	
081	A-43
A customer has slipped and broken his wrist in your grain and feed warehouse. The customer expects you to help pay the medical bills. Whom should you notify?	Notify your insurance agent.

Obstacles	Assets
Insurance	
082	A-44
You are opening a business which will sell chemicals to swimming pool owners. All of the chemicals are labeled and all have printed warnings on them. Still, if an accident occurs, you want to be sure that it won't cost you money. Whom should you consult?	Consult your insurance agent.
083	A-45
You are the owner of an antique store full of expensive furniture. You are concerned about the danger of a fire destroying your merchandise. Whom should you consult?	Consult an insurance agent.
084	A-46
You are the owner and manager of a large concession area where vendors sell homemade food items. A customer has sued you because she states that she got food poisoning from something she ate there. You are afraid that you may lose your business. What should you have done before you opened the business?	Selected an insurance agent.
085	A-47
You are the owner of a sporting goods store. The store is your family's only source of support. You need information about how to be sure there will be enough money for your family if something happens to you. Whom should you consult?	Consult your insurance agent.
086	A-48
The driver of your delivery truck pulled out of a loading zone and hit another truck. No one was hurt, but the other truck has several hundred dollars worth of damage. Whom should you contact?	Contact your insurance agent.

Obstacles	Assets
Legal Issues	
091	A-49
A delivery truck pulled ahead of your company truck and grazed the fender. The other driver claims he was not at fault, but your driver insists that the other driver wasn't looking. What professional expert should you consult?	Consult your lawyer.
092	A-50
A customer in your hair salon slipped and chipped a tooth. The customer claims that the floor was wet. You know it wasn't. Whom should you consult?	Consult your lawyer.
093	A-51
Your business is expanding and you feel that it will grow even more if you share the responsibility with a partner. You know of someone who is interested, and you need advice about making a business arrangement that will be fair to both of you. Whom should you consult?	Consult your lawyer.
094	A-52
You are buying a dental practice from a retiring dentist. Whom should you consult about your rights and responsibilities as the purchaser?	Consult a lawyer.
095	A-53
In the next town, a toy store has opened with the same name as your bookstore. There is no association between the two businesses and you don't want to share your name. Whom should you consult?	Consult your lawyer.

Obstacles	Assets
Legal Issues	
096	A-54
You and your business partner in a fish market each own other businesses. You want to be sure you are not held responsible for any debts from your partner's other businesses. Whom should you consult?	Consult your lawyer.
Legislation	
101	A-55
You are a woman who would like to start a business which would do the concrete work for buildings being built using loans from the Federal government. However, you are worried because women business owners can have trouble getting work in this field. What protection do you have?	Executive Order 11245
102	A-56
You want to open a business to provide all-day care for the elderly. A large home on a quiet street is for sale. This seems like the perfect location, but you aren't sure if you can run your business there. What should you do?	Consult the zoning laws in your area.
103	A-57
You would like to open a health food store where you would sell packaged goods and baked products. Many of your friends want you to sell the things they bake. How can you find out if you can legally do this?	Consult the health department regulations in your area.
104	A-58
You are opening a business which will transport crops from farmers to canners. You will be trucking the crops across a state line. What information do you need?	Interstate Commerce Commission regulations

Obstacles	Assets
Legislation	
105 You are the owner of a bookstore on the top floor of an old building. Your clientele can enter your shop from the main floor or by an outside staircase without a railing. Before they use the staircase, what information do you need?	A-59 Health and safety code regulations in your area.
106 Your fabric store has been doing well and you want to hire some employees and expand the business. Before you start hiring, where should you go for information?	A-60 Consult with the Equal Employment Opportunity Commission to find out about current regulations.
Networks	
111 You have owned a small grocery in a downtown area for 3 years. New apartments are being built around you, and you know that this is a good time to expand your business. However, you have little capital to use for this purpose. What organization could you consult for a loan?	A-61 Consult your local banker.
112 You are the owner of a small business which manufactures and sells faucets. You would like to market your products to developers who renovate old buildings but it is difficult to get an appointment unless you already know these people. Where could you get advice?	A-62 Join an organization, association or other network for your kind of business.

Obstacles	Assets
Networks	
113	A-63
You want to start a business which will sell snack items in large offices. You want to include some items like coffee and soup and need to consult an insurance agent for advice. But, you do not know a reliable insurance agent. Whom could you consult?	Entrepreneurs with similar needs.
114	A-64
You are the owner of a company that rents out word processors. Your equipment is in good condition and you are reliable and responsible, but lately business has been dropping off and your profits are going down. What organization could you consult?	Write or call relevant professional trade associations.
115	A-65
You are the owner of a shop that sells fabric and yarn. You have had complaints from customers about the quality of one type of yarn. You do not know of a better product, but you want to find one. Whom could you consult?	Consult entrepreneurs who have similar businesses.
116	A-66
You want to begin a business which will sell pipe fittings to construction companies. You feel that if you pay your employees well they will be loyal and responsible. You need an accountant to help you decide what you can afford to pay, but you do not have one. What source can you consult?	Consult a directory of licensed professionals in that area.

Obstacles	Assets
Location	
121	A-67
You own a business which specializes in finding home cleaning services for working couples. Your working hours are supposed to be from 8:00 a.m. to 3:00 p.m., but often you are delayed. This means that your own children are at home alone. What step can you take to solve this problem?	Locate your business in your own home.
122	A-68
You want to open a clothing shop. The clothes you like the most and feel the most confident about selecting and selling are business suits and dresses. What step should you take to have the largest possible market?	Locate in a downtown business area.
123	A-69
You are starting a business to do graphics and advertising for local merchants. You need lots of space for working, but you don't need fancy offices for meeting with your customers since you will take your products to them. What should you consider in selecting your location?	Select the least expensive location.
124	A-70
You sell souvenir items to tourists who visit your city. Customers say that your merchandise is clever and well made, but the volume of traffic in your store is low. What step could you take to improve it?	Think of promotion activities to attract customers to your store.

Obstacles	Assets
Location	
125	A-71
Your company manufactures replacement parts used by secondhand furniture dealers. Many of the parts must be shipped to dealers all over the country. What step could you take to keep shipping charges as low as possible?	Locate near transportation companies.
126	A-72
Your organization lobbies the state legislature to pass legislation which helps family-owned farms. You have to travel several hours a day when the legislature is in session in order to do your work, and your long-distance phone bills are high. What step could you take to solve these problems?	Assess the pros and cons of locating closer to where your work is.
Market Research	
131	A-73
You want to begin an advertising campaign to bring more business into your business supplies store. You aren't sure what kind of advertising will have the best results. What process can you use to decide?	Consult with an advertising agency.
132	A-74
You would like to start a small business as a way of investing some of your money. You aren't sure what kind of business will be successful in your town. What process can you use to decide?	Use market research.
133	A-75
Business is dropping off in your western wear shop. You aren't sure why, but it's critical that you discover the reason. What process could you use?	Hire a consultant to do some market research.

Obstacles	Assets
Market Research	
134	A-76
You are opening a factory to make leather purses and briefcases. You will be providing many jobs for people in your area, but also creating a lot of extra noise and traffic. You want to know how the community will react. What process can you use to find out?	Do some market research.
135	A-77
You know that market research is an effective way of getting information about what consumers want. You would like to do some market research before you open your linens store, but you don't have the money to hire a market research consultant. What process could you use?	Write a questionnaire and do a telephone survey.
136	A-78
You would like to open your own burglar alarm installation service. You wonder if people in the community will be receptive, so you want to do some market research. What process might you use?	Mail out questionnaires to homeowners in the community.
Distribution Methods	
141	A-79
You are the owner of a cottage industry. You and your employees make decorative hanging baskets for plants. You want to reach as large a market as possible. What method of distribution would you select?	Offer your product on consignment at shops.

Obstacles	Assets
Distribution Methods	
142	A-80
You are the owner of a company that buys slightly damaged designer jeans in quantity and sells them to consumers at a lower price. What method of distribution would you select for your product?	Open a store and sell the product directly to customers.
143	A-81
You are the owner of a large company that manufactures good quality sportswear. You don't want to share your profit with stores so you decide to find a way to sell your product yourself. What method of distribution do you select?	Organize a mail order department as part of your company.
144	A-82
Your company manufactures elbow joints for industrial use. The elbow joints are used to make the machinery that is used to make farm equipment. What method of distribution would you select for your product?	Offer your product wholesale to other companies.
145	A-83
You are an avid gardener. You want to open a business where the backyard gardener can find all the tools, supplies and advice necessary for successful gardening. What method of distribution would you use?	Open a retail outlet.
146	A-84
Your Mexican restaurant is the most popular place to eat in the region. You would like to open more restaurants, but it is difficult to manage more than one. What method of distribution could you use to solve this problem?	Recruit, hire, and train competent managers.

Obstacles	Assets
Organizational Structure	
151	A-85
You have been working in a large hardware store for several years. You have lots of good ideas to improve this business, but the business owner is not interested in trying any of them. You are feeling bored and resentful. What action can you take?	Be a risk taker and start your own business.
152	A-86
You have all the necessary skills and expertise to write articles for do-it-yourself manuals and magazines. You have worked in a company where you have been doing this for many years. However, you get bored easily if you have to write about the same topic all the time. What action can you take?	Be your own boss in a sole proprietorship.
153	A-87
You want to start a business which will sell cards and gift items. You have found a good location near a large urban hospital. However, you have little capital. What action could you take?	Find a business partner who has money to invest.
154	A-88
You want to start a business to sell your art work. Because you live in a rural area, a catalog of your products and the products themselves would be mailed to purchasers. You do not have the merchandising skills that are necessary to market your product. What action could you take.	Find a business partner with good business skills.

Obstacles	Assets
Organizational Structure	
155	A-89
You want to start a business to shop and run errands for people who work all day. You are willing to work long hours, but only during the day. You cannot work in the evening. What action could you take?	Find a business partner who can take over when you are not there.
156	A-90
You have been working in a large company that sells plants to offices and restaurants. Often the plants die because the purchasers do not have the time or know-how to care for them properly. Your company is too busy to use your ideas for providing a maintenance service for the plants it sells. What action could you take?	Explore being your own boss in a sole proprietorship.
Pricing	
161	A-91
You are the owner of a popular shop which is the only store in your area that does fancy monogramming on clothing and linens. How high can you price your product?	Research existing prices from similar monogramming services.
162	A-92
You are the owner of one of three dry cleaners in your neighborhood. How high can you price your service?	Review the competitor's prices and price as low as you can to still make the profit you need.
163	A-93
You had just added a costly addition to your framing shop. The volume of your business isn't great enough yet to cover the costs of the addition. What can you do with prices?	Raise prices enough to cover the new overhead without losing business.

Obstacles	Assets
Pricing	
164	A-94
You are an investor who buys old houses, fixes them and sells them for a profit. How do you figure out the break-even price of your product when you sell it?	Price according to what you paid, the costs of supplies and other expenses, and the time/cost expended on fixing the product. Then add a sum for your profit.
165	A-95
Your hair salon is losing money but you can't raise your prices because there is too much competition and you'll lose more business. What can you do?	Cut down on overhead expenses instead of raising the price.
166	A-96
Your research organization has bills for overhead such as electricity, water and rent for office space. Where do you get the money to pay these bills?	Include money for overhead in the price of your service.
Promotion	
171	A-97
You have a new business which sells good quality petite clothes for women. You are located in an out-of-the-way place and want to find a way to attract customers. What can you do?	Use fliers, ads and/or coupons.
172	A-98
You own a small realty company that specializes in condominium resales. You want to increase your business in that area. How could you advertise?	Use door-to-door fliers.

Obstacles	Assets
Promotion	
173	A-99
You own a small shop that does shoe repairs. By talking to your customers, you realize that most of your business comes from word-of-mouth. You want to expand your target market, but you know nothing about advertising. Whom could you consult?	Consult an advertising expert who can help solve the problem.
174	A-100
You own a business that provides maintenance services (cleaning, trash removal) to office buildings. You are ready to expand your business, but you need to find new markets for your service. What can you do?	Try telephone/in-person contact.
175	A-101
You have a small store in a suburban mall which sells the latest in rock music tapes and albums. You want to increase your sales by attracting teenagers into your store. What can you try?	Try radio advertising or distributing hand bills at places where teenagers gather.
176	A-102
You are the owner of a small garage in a resort area. Yours is the only garage in the area that is equipped to repair foreign cars. You want to expand your business by attracting tourists who have car trouble. What can you do to advertise?	Rent billboards.
Target Market	
181	A-103
You have a service to sell, a location and a marketing strategy. What did you neglect to do?	Select a target market.

Obstacles	Assets
Target Market	
182	A-104
The advertising consultant for your real estate agency has created two kinds of ads. One kind features very formal language and complicated terms about investing in a home. The other kind is more simple and stresses the importance of liking where you live. How do you choose the one you'll use?	Consider your target market.
183	A-105
You want to open a business that provides shopping assistance to the elderly in your community. Most of the community is very young and almost all have cars. What's the problem?	Your target market will be very small.
184	A-106
You are starting a pizza parlor in a quaint college town that has lots of similar businesses. What's the problem?	You'll have lots of competition for your target market.
185	A-107
You have an organization that helps high school students find summer jobs. The students pay you a fee for each job lead you find. Your business is not doing well. What's the problem?	You may be pricing too high for your target market.
186	A-108
You own a hardware store. Some customers thought you should carry fabric, so you got some. Others wanted a selection of packaged foods, so you got that, too. In fact, you keep adding different kinds of products and seem to never have what you need. What's the problem?	You should stick to your primary business.

Venture Capital
Note

$10,000

Venture Capital
Note

$10,000

Venture Capital
Note

$10,000

Venture Capital
Note

$10,000

Venture Capital
Note

$10,000

Venture Capital
Note

$10,000

Venture Capital
Note

$10,000

Venture Capital
Note

$10,000

MODULE 6

LESSON 8

MODULE 5 - BUSINESS OPERATIONS: THE GAME OF VENTURES

LESSON 8 - SUMMARY OF ACTIVITIES

Activity	Process	Materials	Time
The Game of Ventures Part II Imple. Guide. p. 209 Answer Key p. 213	• Reassemble students into small groups • Continue to play the Game of Ventures • Time Assets and Obstacles part of game and collect remaining assets and obstacles when time is up • Have students check their answers • Have students tally their points for Part II	• Chalkboard/chalk or flip chart • Game of Ventures	15 min. 15 min.
The Game of Ventures Part III Imple. Guide. p. 209	• Have each group complete Part III and congratulate and/or reward the winning team • Discuss game strategy and results with large group	• Chalkboard/chalk or flip chart • Class notes	20 min. (10 min. to plan & 10 min. to present to class & score)
Posttest Imple. Guide. p. 209 Answer Key p. 227	• Administer posttest to students	• Posttest	10 min.

Implementation Guidelines

Lesson 8

The Game of Ventures--Part II (small group)

Purpose--See Lesson 7.

Process--

- Reassemble students into small groups.
- Continue to play the game of Ventures (15 minutes).
- Time the Assets and Obstacles part of the game and collect the remaining assets and obstacles when time is up.
- Have students check their answers and deduct a point for each unmatched or incorrectly matched obstacle.
- Have students tally their points for Part II.
- Have each group complete Part III, Venture Into Business, and congratulate/reward the winning team (20 minutes).
- Discuss the game strategy and results with the large group.

Procedure--Continue to play the game of Ventures, Part II, using the description of the process from Lesson 7. When a total of 45 minutes of play has elapsed, instruct teams to send one student up to check the team's answers on the Activity Answer Key posted in the front of the room and collect remaining obstacles and assets. Other team members may begin Part III.

When 10 minutes have elapsed, begin checking answers to Part III, Venture Into Business, with the large group. Allow time for students to share the answers to Part III so that these can be scored by the large group. Total scores are then tallied for each team by adding the points from Parts II and III and one point for each remaining venture capital note (see gameboard). Simple prizes can be used to "reward" the winning team.

Posttest (individual)

Purpose--The posttest will enable students to measure their growth in knowledge about entrepreneurship. The posttest is for evaluative purposes but not intended to be used for a grade.

Process--

- Administer the posttest to students.
- Collect all posttests (and correct at a later time).
- Discuss posttest items to complete the summary of the Be Your Own Boss curriculum.

Procedure--After collecting all posttests, discuss each question by reading it aloud and asking for a show of hands for each listed answer. This procedure should generate a lively discussion.

Materials for Lesson 8

These materials are included:

- The Game of Ventures (see Lesson 7)
- The Game of Ventures Activity Answer Key
- Posttest (35 copies)
- Posttest Activity Answer Key

The teacher needs to procure these materials:

- chalkboard and chalk
- flip chart and marking pen or chart paper and marking pen
- prizes for the winners of the game of Ventures

The student needs the following materials:

- classroom notes
- pen

Teacher's Ventures Answer Key

values and abilities	011-016	accountants	061-066	location	121-126
planning-decision making-risk taking	021-026	bankers-capital	071-076	market research	131-136
training-education	031-036	insurance agents	081-085	method of distribution	141-146
time management	041-046	lawyers	091-096	organizational structure	151-156
				pricing	161-166
models-mentors	051-056	legislation	101-106	promotion	171-176
		networks	111-116	target market	181-186

	Obstacle	Assets
values and abilities	011	A-1, A-2, A-08, A-85, A-86, A-90
	012	A-2, A-3, A-4, A-5, A-6, A-07, A-08, A-09, A-16, A-17, A-18, A-83, A-85, A-90
	013	A-3, A-5, A-6, A-08, A-10
	014	A-4, A-2, A-6, A-08, A-85, A-86, A-90, A-91, A-94, A-96, A-104
	015	A-5, A-3, A-6, A-08, A-09, A-10, A-65, A-73, A-75, A-76, A-103
	016	A-6, A-5, A-13, A-14, A-15, A-17
planning/decision-making/ risk taking	021	A-07, A-2, A-5, A-08, A-10, A-11, A-18, A-85, A-88, A-90
	022	A-08, A-09, A-10, A-11
	023	A-09, A-3, A-4, A-5, A-6, A-08, A-10, A-73, A-76, A-103, A-104
	024	A-10, A-3, A-5, A-6, A-08, A-09, A-73, A-74, A-75, A-76, A-103, A-104
	025	A-11, A-07, A-08
	026	A-12, A-31, A-32, A-33, A-34, A-36, A-37, A-38, A-39, A-41, A-55, A-73, A-74, A-75, A-76, A-87, A-88, A-89
training/education	031	A-13, A-14, A-15, A-17, A-18, A-31, A-32, A-33, A-34, A-35
	032	A-14, A-08, A-13, A-15, A-18, A-88
	033	A-15, A-12, A-13, A-14, A-18, A-26, A-28, A-29, A-64
	034	A-16, A-14, A-15, A-17, A-18, A-62, A-63

	Obstacle	Assets
training/education (cont.)	035	A-17, A-13, A-14, A-15, A-16, A-78, A-63, A-66, A-88
	036	A-18, A-12, A-13, A-14, A-15, A-17, A-28, A-31, A-34, A-35, A-46, A-52, A-62, A-64, A-65, A-88
time management	041	A-19, A-5, A-08, A-11, A-20, A-21, A-22, A-23, A-88, A-99
	042	A-20, A-19, A-23, A-24, A-65, A-88
	043	A-21, A-19, A-22, A-23, A-08, A-11, A-89
	044	A-22, A-19, A-23, A-5, A-08, A-11, A-103, A-104
	045	A-23, A-19
	046	A-24, A-19, A-20, A-23, A-4
models/mentors	051	A-25, A-07, A-08, A-12, A-18, A-27, A-29, A-31, A-34, A-35, A-46, A-52, A-65, A-73, A-74, A-75, A-76, A-85, A-103
	052	A-26, A-28, A-2, A-07, A-08, A-12, A-18, A-17, A-31, A-34, A-35, A-39, A-46, A-52, A-73, A-74, A-75, A-76, A-77, A-87, A-88, A-103
	053	A-27, A-5, A-08, A-12, A-13, A-14, A-15, A-25, A-31, A-34, A-65, A-88
	054	A-28, A-17, A-18, A-29, A-64, A-66, A-15
	055	A-29, A-25, A-62, A-64, A-65, A-73, A-74, A-75, A-76, A-77, A-97, A-98, A-99, A-100, A-101
	056	A-30, A-64, A-79, A-104

	Obstacle	Assets
accountant	061	A-31, A-32, A-33, A-34, A-36, A-64, A-63, A-99
	062	A-32, A-31, A-33, A-34, A-35, A-36, A-18, A-64, A-65, A-99
	063	A-33, A-31, A-32, A-34, A-35, A-36, A-66, A-99
	064	A-34, A-31, A-32, A-33, A-35, A-36, A-09, A-64, A-65, A-99
	065	A-35, A-37, A-38, A-40, A-65, A-62, A-100, A-99
	066	A-36, A-31, A-32, A-33, A-34, A-35, A-18, A-99
bankers-capital	071	A-37, A-41, A-49, A-50, A-51, A-52, A-53, A-54, A-63, A-65, A-99
	072	A-38, A-37, A-39, A-31, A-32, A-33, A-34, A-35, A-36
	073	A-39, A-37, A-38, A-40, A-41, A-18, A-31, A-32, A-33, A-34, A-35, A-36, A-99
	074	A-40, A-31, A-32, A-33, A-34, A-35, A-36, A-37, A-38, A-39, A-41, A-91, A-93
	075	A-41, A-37, A-61, A-99
	076	A-42, A-37, A-38, A-39, A-41, A-99
insurance agents	081	A-43, A-44, A-45, A-47, A-48, A-49, A-50, A-51, A-52, A-53, A-54
	082	A-44, A-43, A-45, A-47, A-48, A-50, A-51, A-52, A-53, A-54, A-57, A-59

	Obstacle	Assets
insurance agents (cont.)	083	A-45, A-4, A-46, A-47, A-48, A-49, A-65, A-63
	084	A-46, A-18, A-44, A-45, A-47, A-48, A-49, A-50, A-51, A-52, A-53, A-54, A-57, A-62, A-65
	085	A-47, A-43, A-44, A-45, A-49, A-50, A-51, A-52, A-53, A-54, A-31, A-32, A-33, A-34, A-35, A-36
	086	A-48, A-49, A-50, A-51, A-52, A-53, A-54
lawyers	091	A-49, A-50, A-51, A-52, A-53, A-54, A-43, A-44, A-45, A-47, A-48, A-99
	092	A-50, A-49, A-51, A-52, A-53, A-54, A-43, A-44, A-45, A-47, A-48, A-99
	093	A-51, A-49, A-50, A-52, A-53, A-54, A-31, A-32, A-33, A-34, A-35, A-36, A-99
	094	A-52, A-49, A-50, A-51, A-53, A-54, A-99, A-44, A-45, A-47, A-48
	095	A-53, A-49, A-50, A-51, A-52, A-54, A-99
	096	A-54, A-49, A-50, A-51, A-52, A-53, A-99, A-64
legislation	101	A-55, A-49, A-50, A-51, A-52, A-53, A-54, A-60, A-99, A-62
	102	A-56, A-49, A-50, A-51, A-52, A-53, A-54, A-99, A-65, A-77
	103	A-57, A-49, A-50, A-51, A-52, A-53, A-54, A-59, A-99

	Obstacle	Assets
legislation (cont.)	104	A-58, A-99, A-49, A-50, A-51, A-52, A-53, A-54
	105	A-59, A-43, A-44, A-45, A-47, A-48, A-49, A-50, A-51, A-52, A-53, A-54, A-99
	106	A-60, A-73, A-74, A-75, A-104
networks	111	A-61, A-64, A-62
	112	A-62, A-64, A-99, A-55, A-60
	113	A-63, A-64, A-65, A-66, A-99
	114	A-64, A-61, A-62, A-66, A-18
	115	A-65, A-62, A-63, A-99, A-18
	116	A-66, A-99, A-43, A-44, A-45, A-47, A-48, A-49, A-50, A-51, A-52, A-53, A-54, A-63, A-65
location	121	A-67, A-08, A-11, A-19, A-20, A-21, A-22, A-23, A-24, A-63, A-89
	122	A-68, A-69, A-5, A-1, A-73, A-74, A-75, A-76, A-77, A-80, A-83, A-97, A-101, A-103
	123	A-69, A-72, A-55, A-104
	124	A-70, A-18, A-73, A-74, A-75, A-76, A-99, A-102, A-104
	125	A-71, A-69, A-82, A-58, A-08, A-11
	126	A-72, A-69, A-08, A-11, A-19, A-21, A-22, A-23, A-24, A-104, A-89

	Obstacle	Assets
market research	131	A-73, A-74, A-75, A-76, A-09, A-10, A-18, A-62, A-65, A-99
	132	A-74, A-73, A-75, A-76, A-07, A-09, A-11, A-78, A-103, A-64
	133	A-75, A-73, A-76, A-77, A-78, A-99, A-62, A-64, A-65
	134	A-76, A-74, A-75, A-77, A-78, A-65
	135	A-77, A-78, A-99
	136	A-78, A-77, A-99
method of distribution	141	A-79, A-81, A-82, A-99
	142	A-80, A-81, A-83, A-99
	143	A-81, A-80, A-83, A-99
	144	A-82, A-81, A-89
	145	A-83, A-80, A-99
	146	A-84
organizational structure	151	A-85, A-86,A-9, A-2, A-07, A-08
	152	A-86, A-85, A-90, A-2, A-3, A-5, A-07, A-08, A-09, A-11, A-12
	153	A-87, A-38 A-39, A-40, A-41, A-61
	154	A-88, A-13, A-14, A-15, A-17, A-18, A-64, A-79
	155	A-89, A-19, A-20, A-21, A-22, A-23
	156	A-90, A-85, A-02, A-03, A-05, A-07

	Obstacle	Assets
pricing	161	A-91, A-94
	162	A-92
	163	A-93, A-92, A-91, A-96
	164	A-94
	165	A-95, A-92
	166	A-96
promotion	171	A-97, A-98, A-99, A-100, A-101, A-74
	172	A-98, A-97, A-99, A-100, A-101, A-68
	173	A-99, A-63, A-65, A-73
	174	A-100, A-97, A-98
	175	A-101, A-97, A-98
	176	A-102, A-101, A-97, A-98
target market	181	A-103
	182	A-104, A-73, A-74, A-75, A-76
	183	A-105
	184	A-106, A-31, A-32, A-33, A-34, A-36, A-43, A-44, A-45, A-46, A-47, A-48, A-49, A-50, A-51, A-52, A-53, A-54
	185	A-107
	186	A-108

Student Handout

Knowledge About Entrepreneurship
Posttest

Student's name _____

School _____

Class hour _____

Date _____

This posttest will not be graded. It is a tool to help us determine what you have learned about entrepreneurship. Please answer all the questions as quickly as possible. If you do not know the correct answer you can guess.

Check

1. Something that interferes, impedes or opposes could be called (check one only):

   a. a bridge _____

   b. a barrier _____

   c. an obstacle _____

   d. both (a) and (b) _____

   e. both (b) and (c) _____

2. A preselected list of questions or statements used as a guide by an interviewer can be called (check one only):

   a. an interview instrument _____

   b. a corporation _____

   c. an interview schedule _____

   d. both (a) and (c) _____

Check

3. Sex-role stereotyping starts when boys and girls (check one only):

   a. are in elementary school _____

   b. are too young to attend school _____

   c. are in high school _____

4. A person who is a business owner, business organizer, business manager and risk taker is (check one only):

   a. an intrapreneur _____

   b. a corporation _____

   c. an entrepreneur _____

5. Sex-equity is defined as (check one only):

   a. the presence of sex stereotyping, bias or discrimination _____

   b. the absence of sex stereotyping, bias or discrimination _____

   c. behavior resulting from the assumption that one sex is superior to the other regarding a particular kind of task _____

6. A business owned and operated by an individual is called (check one only):

   a. a sole proprietorship _____

   b. a corporation _____

   c. a partnership _____

7. List three different kinds of <u>expert professionals</u> who might help and give advice to someone who wants to go into business:

<u>List Here</u>

1. _____

2. _____

3. _____

8. List three organizations which can provide assistance to a business owner:

<u>List Here</u>

1. _____

2. _____

3. _____

Check

9. The thing(s) a business person must think about when deciding how she or he will attract customers is/are (choose one only):

a. what <u>image</u> she or he wants customers to have of her or his business _____

b. what <u>services</u> she or he will provide to her or his customers and how they compare with the competition _____

c. what <u>prices</u> she or he will charge and how they compare with the competition _____

d. all of the above _____

e. none of the above

Please check "T" if you think the statement is true and "F" if you think it is false.

	T	F
10. A woman's place is in the home because homemaking is a full time job.	____	____
11. The majority of working women only work for extra pocket money.	____	____
12. Women continue to go into clerical and service occupations and not into professional/managerial positions.	____	____
13. Most jobs can be labeled either a "woman's job" or "man's job" because job requirements are usually related to sex differences.	____	____
14. More business women are starting businesses in agricultural services, manufacturing, finance, insurance and real estate.	____	____
15. Women usually start businesses because they are bored hobbyists seeking to capitalize on their free time.	____	____
16. A large percentage of women business owners got into business through an inheritance.	____	____
17. Female entrepreneurs are motivated by the same factors that motivate male entrepreneurs (e.g., the desire to use a skill or talent, a desire for independence, a desire for money).	____	____
18. Entrepreneurship is incompatible with family life.	____	____

Postest Answer Key

Knowledge About Entrepreneurship

	Correct answer	Points for correct answers
1. Something that interferes, impedes or opposes could be called (check one only):		
a. a bridge		
b. a barrier		
c. an obstacle		
d. both (a) and (b)		
e. both (b) and (c)	X	1
2. A preselected list of questions or statements used as a guide by an interviewer can be called (check one only):		
a. an interview instrument		
b. a corporation		
c. an interview schedule		
d. both (a) and (c)	X	1

	Correct answer	Points for correct answers
3. Sex-role stereotyping <u>starts</u> when boys and girls (check one only):		
a. are in elementary school		
b. are too young to attend school	X	1
c. are in high school		
4. A person who is a business owner, business organizer, business manager and risk taker is (check one only):		
a. an intrapreneur		
b. a corporation		
c. an entrepreneur	X	1
5. Sex-equity is defined as (check one only):		
a. the <u>presence</u> of sex stereotyping, bias or discrimination		
b. the <u>absence</u> of sex stereotyping, bias or discrimination	X	1
c. behavior resulting from the assumption that one sex is superior to the other regarding a particular kind of task		
6. A business owned and operated by an individual is called (check one only):		
a. a sole proprietorship	X	1
b. a corporation		
c. a partnership		

	Correct answer	Points for correct answer
7. List three different kinds of <u>expert professionals</u> who might help and give advice to someone who wants to go into business:		
<u>List Here</u>		
1. _____	Note: Students should be able to list 3 expert professionals	1
2. _____		1
3. _____		1
8. List three organizations which can provide assistance to a business owner:		
<u>List Here</u>		
1. _____	Note: Students should be able to list 3 organizations that can provide assistance	1
2. _____		1
3. _____		1
9. The thing(s) a business person must think about when deciding how she or he will attract customers is/are (choose one only):		
a. what <u>image</u> she or he wants customers to have of her or his business		
b. what <u>**services**</u> she or he will provide to her or his customers and how they compare with the competition		
c. what <u>prices</u> she or he will charge and how they compare with the competition		
d. all of the above	X	1
e. none of the above		

Please check "T" if you think the statement is true and "F" if you think it is false.

	Correct answer		Points for correct answer
	T	F	
10. A woman's place is in the home because homemaking is a full time job.		X	1
11. The majority of working women only work for extra pocket money.		X	1
12. Women continue to go into clerical and service occupations and not into professional/managerial positions.		X	1
13. Most jobs can be labeled either a "woman's job" or "man's job" because job requirements are usually related to sex differences.		X	1
14. More business women are starting businesses in agricultural services, manufacturing, finance, insurance and real estate.	X		1
15. Women usually start businesses because they are bored hobbyists seeking to capitalize on their free time.		X	1
16. A large percentage of women business owners got into business through an inheritance.		X	1
17. Female entrepreneurs are motivated by the same factors that motivate male entrepreneurs (e.g., the desire to use a skill or talent, a desire for independence, a desire for money).	X		1
18. Entrepreneurship is incompatible with family life.		X	1
Total Possible Points			22

The difference between each student's pretest and posttest should be computed. Based on a pilot test using an earlier instrument and subsequent discarding of items determined to be too easy, too hard or non-discriminating, at least seventy-five to eighty percent of the students in the class should improve their posttest over their pretest scores and there might be no change or negative change in smaller percentages of students.

Appendices

Appendix A: Computer Games for Expanding the Be Your Own Boss Curriculum

Overview

The Be Your Own Boss game of Ventures incorporated both the context and the experimental objectives of the curriculum in a "game" format. Additional ways of exposing students to business concepts and to the responsibilities of business ownership and management are by using several of the existing computer simulation games. Of course, their use would depend on the availability of computers for student use.

Approach

Students can divide into teams or companies to play the computer business simulation game.

Goals

Generally, to offer students an opportunity to:

- participate in a game simulating the planning, organization and daily functions of operating a business; and,
- participate in cooperating with other members of a company and competing against other companies.

Instructional Objectives

Generally, students who complete a computer business simulation game will be able to understand the mechanisms of:

-- setting up a company

-- buying products at their lowest costs

-- selling products at their highest prices

-- taking business risks

-- making company decisions

-- engaging in business competition

Implementation

The implementation process will depend on the particular computer game's instruction.

Computer Business Simulation Games

There are many computer simulations available at the present time to test a student's grasp of the concepts presented in the BYOB curriculum.

LEMONADE STAND - This business simulation game allows the student to run a lemonade stand for a 10-week period. The student borrows some money and must try to make a profit before the 10 weeks are over. Decisions to be made include the amount of supplies needed and the price to charge each day. The simulation gives such outside facts as the daily temperature. This simulation is excellent for younger students as well as young adults because the instructions are easy to understand. It often causes a healthy sense of competition to develop among students.

HAMMARUBI - This simulation game allows the student to be the ruler of a small country. The student must decide how to best utilize the resources of the country, such as whether to buy or sell land. The student must also decide how much grain each of her or his subjects is to receive each year and how much grain is to be saved. The simulation often changes the parameters of the program by having rats eat most of the grain or a storm ruin the crops that year. The goal of this game is to reign for your whole term, and win the undying support of your people and avoid being dethroned and assassinated by them.

This is an excellent simulation. However, it requires the teacher's careful coverage of the instructions and a grasp of basic math functions.

There are innumerable economic simulations available for purchase. This software can cost anywhere from a few dollars to almost a hundred dollars. Check the program carefully before purchasing to be sure it meets the needs for which it is being bought. Software stores are one place to find these types of programs, but textbook manufacturers are often a better source for economic simulations. It is often easier to validate a purchase through a textbook manufacturer, also.

MILLIONAIRE - This simulation is excellent for the advanced student. It is a stock market simulation of the highest calibre. It requires the full attention of the student to several economic happenings at the same time. The student must "read" The Wall Street Journal before each turn and determine the influence a story might have on the market. They also must know when to buy, when to sell, and when to just wait it out. The stocks fluctuate constantly just like the real stock market. The object of the simulation is to become a millionaire.

There are many other simulations available to teachers. Some simulations are public domain software. This means they are free. They may be obtained through local computer bulletin boards, school software libraries, local computer user groups or most computer teachers. Contact a local computer group or one of the local or national computer bulletin boards for information on other simulations which might serve your needs better. There are also computer magazines available for just about every type of computer. In addition, universities usually have some public domain software they are willing to share with teachers.

Appendix B: Be Your Own Boss Curriculum, Part II

Overview

The Be Your Own Boss curriculum is an introduction to entrepreneurship designed for high school students. Most teenagers will readily associate the concepts presented in the curriculum with their own experiences as entrepreneurs and as the customers or clients of business owners. They also will recognize the relevance of knowledge about entrepreneurship to their study of United States history, economics, business education, and sociology and to the various fund-raising activities through which the money for many high school events is raised. For these reasons, many teachers will wish to expand the Be Your Own Boss curriculum into a schoolwide experience. In anticipation of this, suggestions for an experiential component are included.

Approach

The Be Your Own Boss curriculum, Part II, represents an opportunity for students to "try on" entrepreneurship as a career option. Consequently, the businesses which students generate should reflect their own initiative and planning. Intervention by advisors in this process should be limited to consultation when requested by students and to supervision of the project for conformity to legal and educational policies.

Goals

To offer high school students an opportunity to:

- participate in the planning, organization and daily functions of operating a business; and,
- participate in an activity which will generate funds for schoolwide educational purposes.

Instructional Objectives

Students who have completed Be Your Own Boss, Part I, will be able to:

- individually or as a class design a business plan including:

  --product or service

  --target market

  --organizational structure

  --location

--method of distribution

--promotional strategies

- implement the plan within the framework of school policies;
- demonstrate positive attitudes toward the participation of women in business ownership; and,
- network.

Implementation

Advisors in the implementation process may include:

- the principal
- classroom teachers including:

  --the Part I implementer

  --vocational education, career awareness, or distributive education teachers

- the financial secretary
- local business organizations or networks who may wish to "adopt" the school

Implementation of Part II should focus on a business which will provide:

- students with necessary and appropriate goods and/or services such as:

  --school supplies

  --snack items

  --banking services

  --educational books and tapes

  --computer learning resources

  --others

- the community with goods and/or services such as:

  --flowers and plants

  --errands and deliveries

  --car repair and maintenance

--car washing

--child care

--lawn maintenance

--pet sitting

--secondhand clothing

--home repair

--others

Start-up expenses may be:

- borrowed from school funds
- "granted" by the principal or the school system
- "donated" by local organizations, private industries or networks

The budget for the student-owned and operated business should include:

- overhead for rental of space in the school or community and for the use of utilities
- a fair wage to each student participant or a profit-sharing agreement
- a "franchise" tax to be paid to the school to augment the educational program by procuring library and computer materials, speakers on topics of schoolwide interest, or others

Appendix C: Bibliography

Adams, Jane. Women on Top: Success Patterns and Personal Growth. New York, NY: Hawthorn Books, 1979.

Albert, Kenneth J. Straight Talk About Small Business. New York, NY: McGraw-Hill, 1981.

Alexander, Don H. 101 Business Tips for Women Entrepreneurs. Seattle, WA: DHA & Associates Publishing Company, 1982.

American Association of Community and Junior Colleges. Community College Women Business Owners Orientation Program. Washington, DC: Small Business Administration, 1979.

Angel, Juvenal L. Matching College Women to Jobs. New York, NY: Simon & Schuster, 1970.

Ballas, George C. and Hollas, Dave. The Making of an Entrepreneur: Keys To Your Success. Englewood Cliffs, NJ: Prentice-Hall, 1980.

Bank of America. Small Business Reporter. San Francisco, CA: Author, 1983.

Behr, Marion and Lazar, Wendy. Women Working Home: The Home-Based Business Guide and Directory. Edison, NJ: Women Working Home, Inc., 1981.

Bettner, Jill and Donahue, Christine. "Now They're Not Laughing." Forbes, November 21, 1983, Vol. 132, pps. 116-119.

Bingham, Mindy; Edmondson, Judy; and Stryker, Sandy. Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning. Santa Barbara, CA: Advocacy Press, 1983.

Bird, Caroline. Enterprising Women. New York, NY: W. W. Norton & Company, Inc., 1976.

Bird, Caroline. Everything a Woman Needs to Know to Get Paid What She's Worth. New York, NY: McKay, 1973.

Bird, Caroline. Women: Opportunity for Management. New York, NY: President's Association, 1973.

Blanchard, Marjorie. Cater from Your Kitchen: Income from Your Home Business. Indianapolis, IN: Bobbs-Merrill Co., 1981.

Bloch, Jeff; Neal, Roger; Stavro, Barry; Power, Christopher; Bettner, Jill; and Mack, Toni. "Now They're Not Laughing: Nine Who Dare." Forbes, November 21, 1983, Vol. 132, pps. 122-124, 128, 130.

Bolles, Richard N. What Color Is Your Parachute. Berkeley, CA: Ten Speed Press, 1983.

Brown, Deaver. The Entrepreneur's Guide. New York, NY: MacMillan, 1980.

Burrow, Martha G. Developing Women Managers. New York, NY: AMACOM, 1978.

Business and Professional Women's Foundation. Women Executives: A Selected Annotated Bibliography. Washington, DC: Author, 1970.

Caliguri, Joseph P. and Krueger, Jack P. Women in Management: Bibliography. Kansas City, MO: Missouri University, School of Education, 1977.

Cannie, Joan Koob. The Woman's Guide to Management Success. Englewood, Cliffs, NJ: Prentice-Hall, 1979.

Cimons, Marlene. "Entrepreneurs: Turning Cottage Industry Into Big Business and Other Tips for Inventive Women." Ms. November 1981. Vol. 10, pps. 83-84.

Collins, Nancy W. Professional Women and Their Mentors. Englewood Cliffs, NJ: Prentice-Hall, 1983.

Committee on Small Business, Subcommittee on General Oversight and Minority Enterprise. Women In Business. Washington, DC: Government Printing Office, 1980.

Cook, Peter. Start and Run Your Own Successful Business: An Entrepreneur's Guide. New York, NY: Beaufort, 1982.

Curtin, Richard T. Running Your Own Show. New York, NY: New American Library, 1983.

Davis, Mary Lee. Women in Business and Communications. Minneapolis, MN: T.S. Denison, 1976.

Diamondstein, Barbaralee. Open Secrets: Ninety-Four Women in Touch With Our Time. New York, NY: Viking Press, 1972.

Donovan, Sharon. "Ninfa Laurenzo Beating the Odds in the Restaurant Business." Working Woman, March 1980, Vol. 5, pps. 17-24.

Douglass, Leslie Stone. Women in Business. Englewood Cliffs, NJ: Prentice-Hall, 1980.

Dye, Thomas R. and Strickland, Julie. "Women at the Top: A Note on Institutional Leadership." Social Science Quarterly, June 1982, Vol. 63 (No. 2), pps. 333-341.

Fader, Shirley Sloan. From Kitchen to Career: How Any Woman Can Skip Low-Level Jobs and Start in the Middle or At the Top. New York, NY: Stein and Day, 1977.

Faier, Joan. "Women and Money: Bazaar's Strategy for Success." Harper's Bazaar, January 1978, Vol. 111, pps. 72-73, 111, 112, 116.

Farmer, Helen S. New Career Options for Women. New York, NY: Human Sciences Press, 1977.

Fisher, Anne. Prepare for Success: Secrets for Women in Business. Los Alamitos, CA: Hwong Publishing Company, 1981.

Forbes, J. Benjamin and Piercy, James E. "Rising To The Top: Executive Women In 1983 and Beyond." Business Horizons, September-October 1983, Vol. 26, pps. 38-47.

Fox, Jeanne. "Ms. Entrepreneur." Black Enterprise, October 1980, Vol. 11, pp. 25.

Foxworth, Jo. Wising Up. New York, NY: Delacorte Press, 1980.

Frank, Genevieve. Women at Work in Society. Geneva, Switzerland: International Institute for Labour Studies, 1980.

French, Laura. Women in Business. Milwaukee, WI: Raintree Publishers, 1979.

Gardner, Donald G. The Effects of Sex Stereotypes, Amount of Relevant Information, and Awareness of Organizational Selection Practices on Sex Discrimination for a Managerial Position. West Lafayette, IN: Institute for Research in the Behavioral, Economic and Management Sciences, Krannert Graduate School of Management, Purdue University, 1980.

Georgia State University. Women and Management. Atlanta, GA: Publishing Services Division, School of Business Administration, 1977.

Gillis, Phyllis. Entrepreneurial Mothers: The Best Way in the World to Earn Money Without Being Tied to a 9 to 5 Job. New York, NY: Rawson Associates, 1984.

Goldstein, Marilyn. "Women Executives--Speaking Up When There's Something To Lose." Ms., March 1982, Vol, 10, pp. 100.

Greisman, Bernard, ed. J.K. Lasser's How to Run a Small Business. New York, NY: McGraw-Hill Book Company, 1982.

Grumpert, David E. "The New Pioneers--The Worst and Best of Times: An Overview of the State of Small Business." Working Woman, October 1982, pp. 83-98.

Grumpert, David E. and Timmons, Jeffrey. Insiders Guide to Small Business Resources. New York, NY: Doubleday & Company, Inc., 1982.

Haist, Dianne. "Women and Management: A Selected Bibliography." Canadian Library Journal, January/February 1974, Vol. 31, pps. 18-27.

Halcomb, Ruth. Women Making It: Patterns and Profiles of Success. New York, NY: Atheneum, 1979.

Hamlyn, Penny. Women and Work. London, England: Greater London Council, 1979.

Harragan, Betty Lehan. Games Mother Never Taught You: Corporate Gamesmanship for Women. New York, NY: Warner Books, 1977.

Hay, Christine D. "Women In Management: The Obstacles and Opportunities They Face." Personnel Administrator, Vol. 25, pps. 31-39.

Heally, Barbara. Women in Management: A Selected Annotated Bibliography of Current and Cited Books and Articles. Rochester, NY: University of Rochester, 1974.

Hennig, Margaret and Jardin, Anne. The Managerial Woman. New York, NY: Anchor Press/Doubleday, 1977.

Higginson, M. Valliant. The Ambitious Woman's Guide to a Successful Career. New York, NY: AMACOM, 1980.

Hyatt, Carole. The Women's Selling Game: How To Sell Yourself and Anything Else. New York, NY: Warner Books, 1981.

Hyatt, Carole. Women and Work: Honest Answers to Real Questions. New York, NY: M. Evans, 1980.

Interagency Task Force on Women Business Owners. The Bottom Line: Unequal Enterprise in America. Washington, DC: Author, 1977.

Isaacson, Lee E. Career Information in Counseling and Teaching. Boston, MA: Allyn and Bacon, Inc., 1971.

Jessup, Claudia and Chipps, Jenie. The Woman's Guide to Starting A Business. New York, NY: Holt, Rinehart & Winston, 1980.

Justice, Betty and Pore, Renate, eds. Toward the Second Decade. Westport, CT: Greenwood Press, 1981.

Kamoroff, Bernard. Small-Time Operator: How to Start Your Own Small Business, Keep Your Books, Pay Your Taxes, and Stay Out of Trouble. Laytonville, CA: Bell Springs Publishing, 1977.

Keogh, James Edward. The Small Business Security Handbook. Englewood Cliffs, NJ: Prentice-Hall, 1981.

Kingstone, Brett M. The Student Entrepreneur's Guide. Berkeley, CA: Ten Speed Press, 1981.

Kirkpatrick, Charles A. Business. Chicago, IL: Science Research Associates, Inc., 1978.

Kleiman, Carol. Women's Networks: The Complete Guide to Getting a Better Job, Advancing Your Career, and Feeling Great as a Woman Through Networking. New York, NY: Lippincott & Crowell, 1980.

Kurchner-Haukins, Ronnie. Resources for Women in Management: A Guide to the Literature and an Annotated Bibliography. Austin, TX: Southwest Educational Development Laboratory, 1980.

Kurian, George and Ghosh, Ratina, eds. Women in the Family and the Economy. Westport, CT: Greenwood Press, 1981.

Laughridge, Jamie. "Start Your Own Business." Harper's Bazaar, March 1983, Vol. 116 (No. 3256), pps. 142-186.

Leavitt, Judith A. Women in Management: An Annotated Bibliography and Source List. Phoenix, AZ: Oryx Press, 1982.

Leavitt, Judith A. Women in Management 1970-1979: A Bibliography. Chicago, IL: Council of Planning Librarians, 1980.

Lederer, Muriel and Editors of Consumer Guide. New Job Opportunities for Women. Skokie, IL: Publications International, 1975.

Leff, Laurel. "Enterprising Women." Working Woman, August 1983, Vol. 8, pps. 80-83.

Lembeck, Ruth. Job Ideas for Today's Woman. Englewood Cliffs, NJ: Prentice-Hall, 1974.

Leslie, Mary and Seltz, David D. New Businesses Women Can Start and Successfully Operate. Rockville Center, NY: Farnsworth Publishing Co., Inc., 1977.

Lester, Mary. A Woman's Guide to Starting a Small Business. New York, NY: Pilot Books, 1981.

McCaslin, Barbara and McNamara, Patricia P. Be Your Own Boss: A Woman's Guide to Planning and Running Her Own Business. Englewood Cliffs, NJ: Prentice-Hall, 1980.

McCullough, Joan. First of All. New York, NY: Holt, Rinehart & Winston, 1980.

McIntyre, Janet A. Women and Employment. Wellington, New Zealand: Committee on Women, 1978.

McMally, Fiona. Women for Hire. New York, NY: St. Martin's Press, 1979.

McVicar, Marjorie and Craig, Julia F. Minding My Own Business: Entrepreneurial Women Share Their Secrets for Success. New York, NY: R. Marek, 1981.

Maret, Elizabeth. Women's Career Patterns. Lanham, MD: University Press of America, 1983.

Marshall, Judi. Women Managers. New York, NY: Wiley, 1984.

Milliron, Robert R. How To Do Your Own Accounting for a Small Business. Wilmington, DE: Enterprise Publishing, 1980.

Mirides, Ellyn and Cote, Andre. "Women in Management: Strategies for Removing the Barriers." Personnel Administrator, Vol. 25. pps. 25-28, 48.

Mitchell, Joyce Slayton. I Can Be Anything. New York, NY: College Entrance Examination Board, 1978.

Mitchell, Linda S. For Women: Managing Your Own Business. Washington, DC: Office of Women's Business Ownership, U.S. Small Business Administration, 1983.

Moran, Ellen. Invest in Yourself: A Woman's Guide to Starting Her Own Business. Rohnert Park, CA: Upstream Press, 1980.

Morris, Ellen. Her Own Business. New York, NY: Coward, McCann & Geoghegan, Inc., 1980.

Mott, Frank. Women, Work, and Family. Lexington, MA: Lexington Books, 1978.

National Advisory Council on Vocational Education. Increasing Sex Equity. Washington, DC: Author, 1981.

National Association of Women Deans, Administrators, and Counselors. "Women, Careers, and Counseling: A New Era." Journal of the National Association of Women Deans, Administrators, and Counselors, Fall 1974, pps. 11-19.

National Institute of Mental Health. Women's World: NIMH Supported Research on Women. Washington, DC: Government Printing Office, 1978.

Nelton, Sharon. "Do You Have What It Takes To Be An Entrepreneur?" Nation's Business, June 1984, Vol. 72, (No. 6), pps. 22-26, 28.

"Network Directory." Working Woman, March 1980, Vol. 5, pps. 28, 30, 32, 34, 38, 40.

Newman, Charles A. and Caton, Joyce J. Updating Content In Secondary Business Education. Reston, VA: National Business Education Association, 1981.

Oana, Katherine. Women in Their Own Business. Skokie, IL: VGM Career Horizons, 1982.

Odlum, Hortense McQuarrie. A Woman's Place. New York, NY: Arno Press, 1980.

Ontario Ministry of Labour. Women in Management: A Selected Bibliography. Toronto, Canada: Author, 1976.

O'Toole, Patricia. "So, You Want To Start A Business! The Forces Behind the Fantasy." Vogue, November 1982, Vol. 172, pp. 90.

Overton, Elizabeth. "What Makes An Executive Woman?" Working Woman, January 1980, Vol. 5, pps. 35-38, 62-63.

Pask, Judith, M. The Emerging Role of Women in Management: A Bibliography. Lafayette, IN: Purdue University, Krannert Graduate School of Industrial Administration, 1976.

Perkins, Gail. The Woman's Investment Handbook. New York, NY: American Library, 1983.

Peters, Thomas J. and Waterman, Robert H., Jr. In Search of Excellence. New York, NY: Harper & Row Publishers, Inc., 1982.

Place, Helen. Women in Management. Takapuna, New Zealand: Motivation Inc., 1981.

Place, Irene Magdaline Glazik. Women in Management. Skokie, IL: VGM Career Horizons, 1980.

Powell, Gary N. "Career Development and the Woman Manager--A Social Power Perspective." Personnel. May-June 1980, Vol. 57, pps. 22-32.

Resources for Women, Inc. Establishing Your Business: A Handbook for Women. Santa Cruz, CA: Author, 1980.

Resources for Women, Inc. On Their Own: Women Entrepreneurs. Santa Cruz, CA: Author, 1979.

Roby, Pamela A. Women in the Workplace. Cambridge, MA: Schenkman Publishing Company, Inc., 1981.

Royal CBS Publishers, ed. Success Secrets. Glendora, CA: Author, 1978.

Rubin, Richard L. and Goldberg, Philip. The Small Business Guide to Borrowing Money. New York, NY: McGraw-Hill, 1980.

Rueschemeyer, Marilyn. Professional Work and Marriage. New York, NY: St. Martin's Press, 1981.

Schiefferman, Vance A. The Art of Successful Entrepreneurship and How To Get It. Albuquerque, NM: Institute for Economic and Political World Strategic Studies, 1981.

Schrader, Constance. Nine To Five. Englewood Cliffs, NJ: Prentice-Hall, 1981.

Schreier, James. The Female Entrepreneur: A Pilot Study. Milwaukee, WI: Center for Venture Management, 1975.

Segalla, Rosemary Anastasio. Departure from Traditional Roles. Ann Arbor, MI: UMI Research Press, 1982.

Senter, Sylvia. Women at Work. New York, NY: Coward, McCann & Geoghegan, 1982.

Sexton, Donald L. and Van Auken, Philip M. Experiences in Entrepreneurship and Small Business Management. Englewood Cliffs, NJ: Prentice-Hall, 1982.

Sheppard, Nathaniel. "Women's Work." Black Enterprise, February 1981, Vol. 11, pps. 57-58, 61-62.

Shook, Robert L. The Entrepreneurs: Twelve Who Took Risks and Succeeded. New York, NY: Harper & Row Publishers, 1980.

Shuch, Milton L., ed. Women in Management. Indianapolis, IN: Bobbs-Merrill Educational Publishing, 1981.

Smith, Ralph Ely. Women in the Labor Force in 1990. Washington, DC: The Urban Institute, 1979.

Smith, Randy Baca. Setting Up Shop: The Do's and Don'ts of Starting a Small Business. New York, NY: McGraw-Hill, 1982.

Splaver, Sarah. Non-Traditional Careers for Women. New York, NY: J. Messner, 1973.

Stashower, Gloria. Careers in Management for the New Woman. New York, NY: F. Watts, 1978.

Stead, Betty Ann. "Women and Men in Management." Vital Speeches, October 15, 1979, Vol. 46, pps. 10-16.

Stead, Betty Ann. Women in Management. Englewood Cliffs, NJ: Prentice-Hall, 1978.

Steiger, Joann M. Problems in Assessing the Impact of Education Division Programs on Girls and Women. Washington, DC: 1977.

Steinberg, Jill Ann. Climbing the Ladder of Success in Highheels. Ann Arbor, MI: UMI Research Press, 1984.

Stevens, Mark. How To Run Your Own Business Successfully. New York, NY: Monarch, 1978.

Struggs, Callie Foster. Women in Contemporary Business. Mesquite, TX: Ide House Publishers, 1982.

Struggs, Callie Foster. Women in Business. Mesquite, TX: Ide House Publishers, 1981.

Success Secrets of Successful Women. New York, NY: F. Fell Publishers, 1980.

Swanick, M. Lynn Struthers. Women as Administrators: A Selected Bibliography. Monticello, IL: Vance Bibliographies, 1978.

Taylor, Charlotte. Women and the Business Game: Strategies for Successful Ownership. New York, NY: Cornerstone Library, 1980.

Tepper, Terri P. and Tepper, Nona D. New Entrepreneurs: Women Working From Home. New York, NY: Universe Books, 1980.

Tiffany, Sharon W. Women, Work, and Motherhood. Englewood Cliffs, NJ: Prentice-Hall, 1982.

Tilly, Louise. Women, Work, and Family. New York, NY: Holt, Rinehart & Winston, 1978.

Timmons, Jeffrey; Smollen, Leonard E.; and Dingee L. M., Jr. New Venture

Guide to Small Business Development. Homewood, IL: Richard D. Irwin, 1977.

United States President's Interagency Task Force on Women Business Owners. Report on Women Business Owners. Washington, DC: Government Printing Office, 1978.

United States Small Business Administration. Facts About Women As Users of SBA Services. Washington, DC: author, 1976.

United States Small Business Administration. The State of Small Business: A Report to the President Transmitted to the Congress. Washington, DC: Government Printing Office, 1984.

Walsh, Doris. "About Those New Women Consumers." American Demographics, v. 4 pp. 26-29. From Reprint entitled Working Women, p. 7. October, 1982.

Welch, Mary Scott. Networking: The Great New Way for Women to Talk About Doing a "Man's Job." Millbrae, CA: Les Femmes Publishing, 1977.

Wetherby, Terry, ed. Conversations: Working Women Talk About Doing A "Man's Job." Millbrae, CA: Les Femmes Publishing, 1977.

White, Richard M. The Entrepreneur's Manual: Business Start-Ups, Spin-Offs, and Innovative Management. Radnor, PA: Chilton Book Company, 1977.

Williams, Marcille Gray. The New Executive Woman. Radnor, PA: Chilton Book Company, 1977.

Williams, Martha; Oliver, June S.; and Garrard, Meg. Women in Management: A Selected Bibliography. Austin, TX: University of Texas, Center for Social Work Research, 1977.

Winston, Sandra. The Entrepreneurial Woman. New York, NY: Newsweek Books, 1979.

Winter, Maridee Allen. Mind Your Own Business: Be Your Own Boss. Englewood Cliffs, NJ: Prentice-Hall, 1980.

Wiseley, Rae and Sanders, Gladys. The Independent Woman: How To Start and Succeed in Your Own Business. Los Angeles, CA: J. P. Tarcher, Inc., 1981.

Womanagement. Women Achievers. New York, NY: AT & T, 1978.

"Women and the Executive Suite." Newsweek, September 14, 1981, Vol. 98, pps. 65-68.

"Women At the Top." Ebony, August 1982, Vol. 37, pps. 146-148.

"Women Executives: What Holds So Many Back?" U.S. News and World Report, February 8, 1982, Vol. 92, pps. 63-64.

"Women In Charge: Eight Who Made It." U.S. News and World Report, March 14, 1980, Vol. 88, pps. 64-66.

WEEA Publishing Center. Guide to Project Preparation. Newton, MA: Education Development Center, 1981 (revised edition).

"Women Who Rise As Entrepreneurs." Business Week, February 25, 1980, pps. 85-86, 91.

Women's Educational Equity Act Program. Career Planning for Minority Women. Washington, DC: U. S. Department of Education, 1983.

Wood, Marcia Donnan. "A View From the Top." Working Woman, March 1981, Vol. 6, pps. 40-41, 116.

Working Woman Magazine, ed. The Working Woman's Success Book. New York, NY: Ace Books, 1982.

Yarborough, JoAnne. Women in Management: Selected Recent References. Washington, DC: U. S. Department of Labor, 1978.

Yohalem, Alice M. The Careers of Professional Women. Montclair, NJ: Allenheld, Osmun, 1979.